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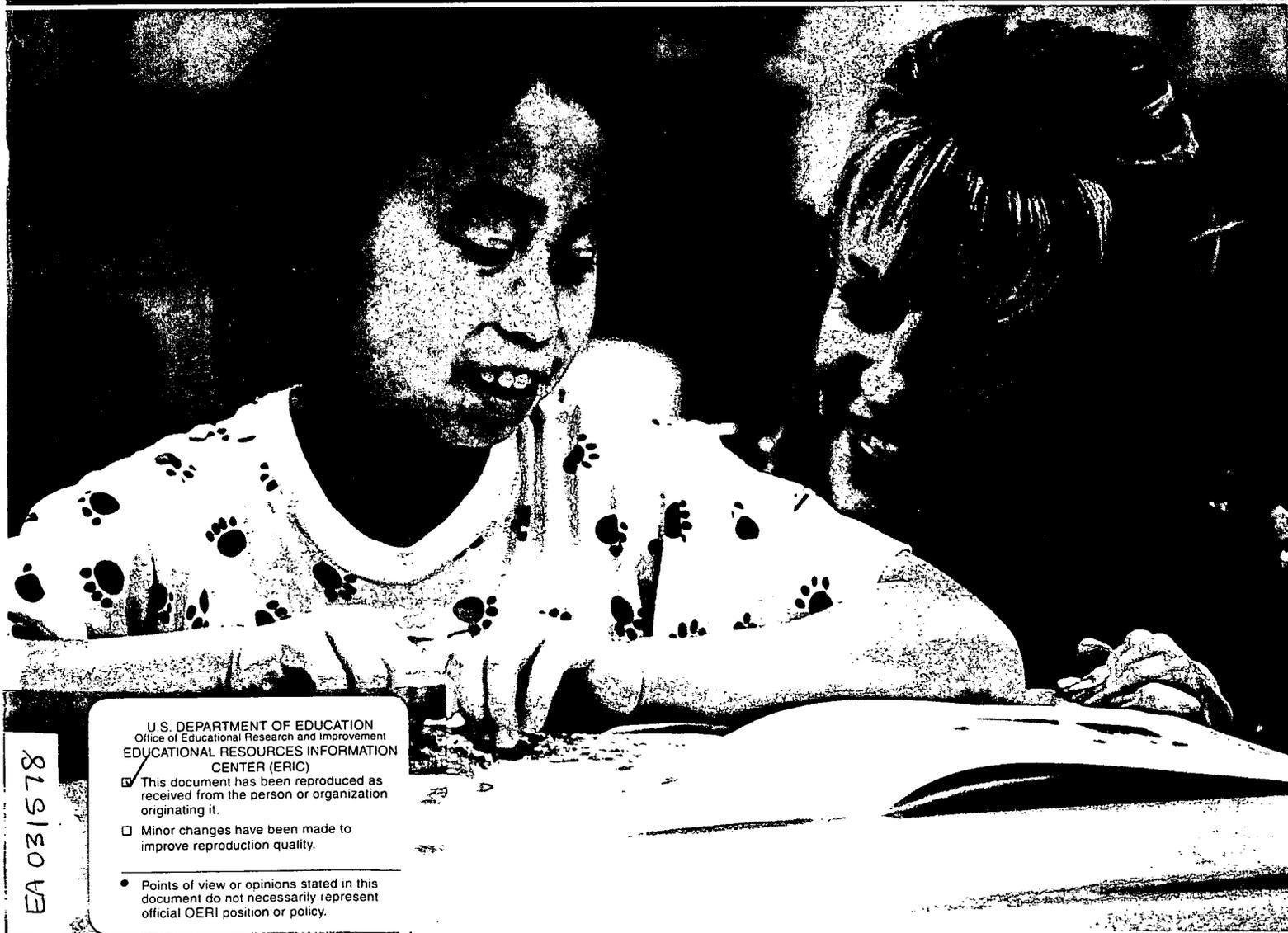
ABSTRACT

This report describes activities of the Northwest Regional Educational Laboratory for 2001 as it works to improve education for Northwest regional schools. Following the year's highlights, topics are presented in four sections. The first section involves problems and potential: reengineering schools; quality teaching and learning; student assessment; literacy and language development; school, family, and community partnerships; and strategies to help schools solve problems and be high-performing learning communities. The second section focuses on programs and centers: the Assessment Program; the Child and Family Program; the Comprehensive Center; the Education, Career, and Community Program; the Equity Center; the Evaluation Program; the Mathematics and Science Education Center; the National Mentoring Center; the National Resource Center for Safe Schools; the School Improvement Program; and the Technology in Education Center. The third section discusses results and impact, including applied research and development, training and technical assistance, and information dissemination. The last section describes the various parts of the Northwest Regional Educational Laboratory, lists committee members involved in governance and policy, lists staff members, presents a statement of the financial position, and lists participating member institutions. (RT)



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# OUR GOAL: HIGH-PERFORMING SCHOOLS AND HIGH-ACHIEVING STUDENTS



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# THE FUTURE

## High-Performing Schools, Learning Communities, and Procedural Knowledge



New words and phrases are becoming common in the education vocabulary as schools make changes and implement practices to meet state standards and help all students to achieve to high levels ... phrases like "high-performing schools," "learning communities," and "procedural knowledge."

Researchers find that "high-performing schools" have five elements:\*

1. Shared vision by educators and community members of high expectations for all students
2. Challenging curriculum that engages students in learning
3. Supportive organizational structure
4. Proactive community relations that engage parents and community members
5. Culture of a collaborative learning community

A school is a "learning community" when educators, parents, students, and community members all continuously learn and change, as part of taking collective responsibility for improving student achievement.

Further, students who attend and learn in schools that have these characteristics will all achieve to high levels.

The Northwest Regional Educational Laboratory this year began a new five-year plan, with funding from the U.S. Office of Educational Research and Improvement (OERI), that focuses on helping schools become high-performing learning communities.

To do this we have:

- Identified priority problems that schools face as they strive to be high performing
- Formed problem-focused teams composed of staff members across our program and center organizational units who, in concert with other NWREL activities, are developing new products and processes for use by schools and providing training and technical assistance to help them become high-performing learning communities

Throughout our work, we will be identifying and documenting "what works" for our Northwest schools; in the vocabulary of educational researchers that is "procedural knowledge." By doing this and sharing the results, all schools will benefit from the trials and experiences of those who are successful.

*Carol F. Thomas*

Dr. Carol Thomas  
NWREL Chief Executive Officer

\* As identified by the High Performance Learning Communities Project, RPP International



## NORTHWEST REGIONAL EDUCATIONAL LABORATORY

### HIGH-PERFORMING SCHOOLS: HIGH-ACHIEVING STUDENTS

**NWREL's mission** is to improve educational results for children, youth, and adults by providing research and development assistance in delivering equitable, high-quality educational programs.

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COVER PHOTO: Peggy Brannon, 3rd-4th multigrade teacher, and student Mary Ann Traffin at North Star Elementary School in Anchorage, Alaska, one of the 15 partner schools NWREL is assisting to become a high-performing school.

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## THE YEAR'S HIGHLIGHTS

### CHIEF EXECUTIVE OFFICER

Dr. Carol Thomas was selected by the Board of Directors to become NWREL's fourth Chief Executive Officer effective July 1, 2001, upon the retirement of Dr. Ethel Simon-McWilliams. Thomas has served as NWREL's Associate Executive Director during the past six years, and prior to that was a researcher and program director at three other regional educational laboratories.

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Dr. Carol Thomas, Chief Executive Officer

**BOARD OF DIRECTORS**

Dr. Michael Jaeger, Dean of Education and Business at Eastern Oregon University, was elected NWREL Board Chairperson for 2001–02. Nine school district superintendents, building principals, teachers, and local school board members from the Northwest became new members of the Board in September 2001.

**EDUCATIONAL NEEDS IN THE NORTHWEST**

NWREL's assessment of educational needs in the Northwest shows that state standards for student performance loom large in the minds of educators, policymakers, and the public. In both educator and public surveys, the most frequently identified top issues were the need to align the instructional program and student assessments to standards and to prepare educators to implement high-quality teaching.

**FOCUS ON FIVE PRIORITY PROBLEMS**

From the wealth of information on educational needs in the Northwest, NWREL began a new five-year plan for assisting Northwest schools to address critical problems they face as they strive to be high-performing institutions where all students achieve to high levels. These problem areas are re-engineering schools, quality teaching and learning, assessment, literacy and language development, and school, family, and community partnerships.

**PROGRAMS AND CENTERS**

NWREL work is administered through six Training and Technical Assistance Centers and five Research and Development Programs focusing on the areas of assessment, children and families, community partnerships, educational equity, evaluation, mathematics and science, mentoring, safe schools, school improvement, and technology.

**RESULTS AND IMPACT**

More than 75,000 people benefited from 2,732 activities conducted by NWREL in 2001 that provided educators, policymakers, and the public with information, materials, knowledge, and skills to improve the results of education.

**STAFF**

The 241 NWREL staff members include 130 long-term professional staff members, 33 with doctorates in diverse areas of education and related areas from 22 major universities.

**FINANCIAL RESOURCES**

NWREL operating revenues for 2001 totaled \$20 million, derived from some 294 contracts and grants with federal agencies, state agencies, local and intermediate education agencies, institutions of higher education, and other organizations, agencies, and businesses.

**MEMBER INSTITUTIONS**

Eight hundred fifty-three NWREL member institutions are the primary clients for NWREL services and collaborate in carrying out education research and development work.

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# PROBLEMS AND POTENTIAL

NWREL's assessment of educational needs in the Northwest shows that state standards for student performance loom large in the minds of educators, policymakers, and the public. In both educator and public surveys, the most frequently identified top issues were the need to align the instructional program to standards and to prepare educators to implement high-quality teaching. Education policymakers and practitioners said they need research information to enable more informed decisions around standards, and they want models for successfully implementing standards, and for aligning curriculum, instruction, assessment, and professional development with standards. Teachers and administrators rated "preparing teachers to help students meet performance standards" as highly important for successful teaching; the public agrees that training is an important element for improving the quality of teaching in schools. Family involvement is an important factor in student success in school. Schools desire research-based strategies for communicating effectively with families, strategies for engaging families in a meaningful way in support of their children's learning, and programs and strategies to help families learn how to create an environment for learning at home. From the wealth of information on educational needs in the Northwest, NWREL began a new five-year plan with support from the U.S. Office of Educational Research and Improvement (OERI) for assisting Northwest schools to address critical problems they face as they strive to be high-performing institutions where all students achieve to high levels.

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Dr. Steve Nelson, Director, Planning and Program Development

**RE-ENGINEERING SCHOOLS**

*How can schools be re-engineered to plan, implement, and sustain the capacity to become high-performing learning communities?*

Parents, the legislature, and the public keep asking our schools to provide more: more and better curriculum and instruction, more accountability, more technology, more parent involvement, and more student and family support services.

Northwest schools are caught in a dilemma. They must respond to the learning needs of an increasingly diverse and needy student population, while at the same time aligning their instructional programs to a set of performance standards that, in effect, encourage uniformity in curriculum materials and instructional practices.

Re-engineering is the fundamental building block for school reform. Through re-engineering, schools, districts, and their communities implement the structures, processes, programs, and training necessary to renew themselves based on a shared vision, changing context, student population, proven successful practices, and community expectations and requirements. The process of implementing educational reform is as important as the reform itself.

Restructuring initiatives, by definition, introduce substantial departures from conventional practice. Structural change involves organizing schools for learning by utilizing new roles and relationships, scheduling time differently, and reallocating resources.

More than 30 years of educational research has identified school and classroom-level practices that foster superior student performance. Re-engineering must capitalize on this body of knowledge and use the best practices known for motivating and preparing students to learn, engaging them actively, imparting learning content and strategies, providing incentives and recognition, monitoring quality of instruction and learning, remediating deficits, and providing extra support for slower, lower-ability, and ESL learners.

Effective leadership on the part of the school principal is an essential requirement for school success. Though leadership styles will always differ, researchers have identified some core principal behaviors that link to positive student achievement and behavior. Furthermore, districts must establish improvement as a top priority and implement successful school-based management, providing clear standards, benchmarks, and assessments.

Dr. Alf Langland, Re-engineering Schools Team Leader



## QUALITY TEACHING AND LEARNING

**H**ow can schools more effectively plan, implement, and sustain quality teaching and learning?

**T**he quality of classroom instruction is key to student achievement and is dependent on the quality of the school staff (teachers, paraeducators, principals). Professional development of teachers is increasingly viewed as the centerpiece for change. Changes solely to curriculum, organizational structure, or piecemeal training in new strategies will not bring about the changes needed to create high-performing schools. Planning must be focused on several aspects of system, culture, student needs, and quality improvement.

**T**eachers must deepen their understanding of the subject matter and skills-related content, determine the best ways of teaching the content, and understand how students learn the content.

**M**ajor areas of concern related to quality teaching and learning emerged from NWREL's regional needs assessment.

**F**irst, developing a standards-based instructional program requires aligning standards, assessment, instruction, and professional development. Developmentally appropriate instruction must be applied and the curriculum must be integrated across subject areas, particularly reading, writing, mathematics, and technology.

**S**econd, all students must be engaged in learning. Effective strategies must be found for students not succeeding, and students must be encouraged to take responsibility for their own learning.

**T**hird, students must have supportive and challenging learning environments. This involves using effective classroom management practices, establishing clear expectations for behavior, developing schoolwide discipline policies, implementing violence prevention programs, and developing a climate of mutual respect among students, teachers, and families.

**F**ourth, support must be ensured for the instructional program. There must be increased opportunities for professional development; paraeducators must be prepared to provide additional support for some students; and adequate time must be allocated to develop expertise and implement school improvements.

Dr. Jerian Abel, Quality Teaching and Learning Team Leader



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## STUDENT ASSESSMENT

How can schools more adequately assess students' progress in achieving high performance standards? Standards are intended to drive changes in instruction and classroom practices. Standards-based assessments, which define what is important to learn, can motivate changes in teaching and student learning. Assessments define what educators and the community want students to know and be able to do. Assessment tasks translate academic standards into specific meaning for students and teachers. Well-aligned, authentic, and continuous feedback is needed to inform teachers, students, and parents of their progress in meeting state standards. However, assessments do not always have the positive impact that is desired. The misuse of assessments of early childhood development, the narrow focus of some assessments used to gauge overall school effectiveness, and assessments that are poorly aligned with desired outcomes and standards are examples of negative influences. Inaccurate assessment information can mislead instruction; narrowly focused assessments can lead to a narrowing of instruction.

There is an increasing imperative for teachers and school administrators to have the skills to evaluate the quality of assessments and to effectively use the results of assessments to guide student learning both in the breadth of content and the depth of inquiry into content areas.

Teachers need to understand key concepts of assessment to be effective consumers of assessment models, to implement assessments with accuracy and fidelity, to use assessment information to guide instruction and school planning, and to ensure the alignment of standards and curriculum with instruction and assessment.

NWREL has for several years focused on increasing the ability of teachers and school administrators to use classroom assessment to guide instruction and student learning. NWREL's trait-based assessment models in writing, reading, oral communication, mathematics problem solving, and bilingual language development provide teachers with powerful tools to assess students' learning and to organize instruction.

Dr. Dean Arrasmith, Assessment Team Leader



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## LITERACY AND LANGUAGE DEVELOPMENT

How can schools achieve high levels of literacy and language development among all of their students?

During the early elementary years, learning to read is the top priority; school success depends, in large part, on how successful children are in learning to read. Literacy remains the key to school success throughout a student's school years and is critical for full social and economic participation in our increasingly knowledge-dependent, technological society. Although middle and high school teachers may view their primary responsibility as conveying the content of their subject area, it is increasingly understood by educators that reading in middle and high school is a critical issue to be addressed.

While almost all students can decode and understand words at a "basic" level, many students cannot read and comprehend the types of higher level texts essential to success in an information-based economy. These difficulties often persist throughout a student's school years. Educators need access to research-based practices in language development and the ability to make wise choices from the wealth of resource materials and programs that exist to address the learning needs of their students and meet challenging literacy standards.

Teachers must not only be knowledgeable about best practices in early literacy instruction, but also must be skilled in teaching and motivating children from economically disadvantaged families and from linguistically and culturally diverse families.

Differences in both the quality and quantity of children's spoken and written language environments in the preschool years often translate into substantial differences in the ease with which children learn to match print to sound and to make sense of what they read. These difficulties often are compounded by poverty, low levels of parental education, and lack of access to preschool programs.

Effective teachers acknowledge and build on cultural differences, while at the same time preparing children to live successfully in both their home culture and the larger society.

Dr. Rebecca Novick, Literacy and Language Development Team Leader



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**SCHOOL, FAMILY, AND  
COMMUNITY PARTNERSHIPS**

Dr. Steffen Saifer, School, Family, and Community Partnerships Team Leader



How can schools develop and sustain school, family, and community partnerships that clearly contribute to high levels of student performance?

Schools must work with families and communities in new and different ways if every student is to meet challenging standards. In addition, communities must work with schools to create and extend learning opportunities for children and adults in safe and engaging environments.

In too many cases, the current relationship between schools and families can be characterized as lacking in trust, mutual support, and a commitment to a partnership for the benefit of the children.

Family and community partnership activities are central to meeting student standards. Effective school, family, and community partnerships extend the reach of the teaching and learning effort. High-performing schools include such components as providing human services at the school for families, successfully educating limited English proficient students, integrating academic and workplace learning, providing family literacy programs, creating after-school programs, developing parenting skills in families, and preparing children from infancy to school age to be ready for learning.

Many schools have a student/family population that differs culturally from the school norms, whether Native American, Hispanic, African American, or Eastern European. Assessments of children tend to ignore cultural and family considerations, attributes, goals, and strategies. Bridging the cultural gap through intensive and comprehensive partnerships is achievable and results in significant gains in student learning. Benefits can also extend beyond improved student learning to include better parent/child relations, more funds coming into schools, more effective community services, and lower dropout rates.

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REGIONAL AWARENESS  
AND OUTREACH ACTIVITIES

is using three interrelated strategies to deliver research and development-based services to assist Northwest schools and communities address critical problems and be high-performing learning communities:

- 1 Regional awareness and outreach activities engage educators in delineating problems, discussing their resolution, and disseminating resources and information
- 2 Broadly available R&D services help educators across the Northwest apply existing effective tools and processes
- 3 In-depth, long-term R&D assistance to 15 partner schools helps them achieve high levels of student performance

NWREL work begins with regionwide awareness, outreach, and assistance activities with the broad school-community, including practitioners, policymakers, parents, community members, and service providers. Awareness and outreach result from visits to NWREL's Web site, dissemination of resource materials, participation in training and conferences, and direct technical assistance from NWREL staff.

**Information Services** provide an initial point of contact by constituents with NWREL and are gateways for constituents to access more intensive services and assistance. NWREL maintains its toll-free telephone number and Web site and databases to receive and respond to requests for information and assistance from the field.

**Convening forums,** conferences, and other events brings together educators and policymakers—by state and across states, cultural settings, and role groups. These events are conducted to explore and gain perspectives on policy issues (e.g., charter schools, teacher testing, instructional time allocations); practitioner issues (e.g., English language acquisition, school leadership, aligning curriculum to standards); and patron issues (e.g., community learning centers, parent support of standards, student voice).

**Dissemination of Information and Resources** includes newsletters, topical summaries of research and practice, research-based products, and other materials to assist both educators and policymakers. These include the *Northwest Report* newsletter, the quarterly award-winning *Northwest Education* magazine, and the By Request series of publications providing useful syntheses and brief, easy-to-read synopses that clearly define educational issues, summarize their research evidence, highlight specific examples from the region, and explore implications for both policy and practice.

State Coordinators:



Dr. Jim Lettler, Unit Manager



Joan Shaughnessy, Alaska



Debra Hornibrook-Hehr, Idaho

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**R&D SERVICES TO EDUCATORS  
ACROSS THE REGION**

More intensive NWREL services offer practitioners across the Northwest widespread access to best practices, tools, and strategies for educational improvement. At the same time, development and testing of new R&D-based products and services, as well as adaptation of existing resources, are carried out to fill specific regional needs.

**Professional Development Institutes** are conducted at strategic locations across the region to provide indepth training and technical assistance in the implementation of new or existing procedural knowledge, tools, and strategies for improvement leading to high performance.

**Regional Capacity Building** activities include turnkey training and technical assistance to enhance and develop needed capacity within other organizations—professional associations, state agencies, education service districts, and institutions of higher education—enabling them to better assist schools to improve student achievement.

**Comprehensive School Reform Assistance** is provided to schools engaged in improvement efforts so that all students meet challenging standards.

**INDEPTH, LONG-TERM  
R&D SERVICES**

NWREL is providing indepth, long-term assistance to help 15 partner schools—three in each of the five Northwest states—create classrooms that are high-performing learning communities. The intent of these high-intensity partnerships is to:

- 1 Actively engage school personnel, students, and community members in charting their course of action for becoming high-performing learning communities
- 2 Coherently apply and demonstrate tools and strategies for improving schools with diverse contexts
- 3 Systematically evaluate the effectiveness of this comprehensive approach to educational improvement and capture the resulting procedural knowledge to benefit and guide other schools

**THE NWREL PARTNER DEMONSTRATION SITES ARE:**

**Alaska:**

Kwethluk School, Lower Kuskokwim School District  
Kodiak High School, Kodiak Island School District  
North Star Elementary School, Anchorage School District

**Idaho:**

Caldwell High School, Caldwell School District  
Lakeside Middle School, Plummer-Worley School District  
Holmes Elementary School, Wilder School District

**Montana:**

Riverside Middle School, Billings School District  
Rocky Boy High School, Rocky Boy School District  
Whittier Elementary School, Great Falls School District

**Oregon:**

Madras High School, Jefferson County School District  
Whitaker Middle School, Portland School District  
Siletz Elementary School, Lincoln County School District

**Washington:**

Chief Kamiakin Elementary School, Sunnyside School District  
Mt. Tahoma High School, Tacoma School District  
Shaw Middle School, Spokane School District



Dr. Joyce Ley, Montana



Inge Aldersebaes, Oregon



Newton Hamilton, Washington

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# PROGRAMS AND CENTERS

**NWREL** work is administered through six Training and Technical Assistance Centers and five Research and Development Programs focusing on priority educational needs in the Northwest and across the nation.

## Training and Technical Assistance Centers focus on:

- Meeting the needs of special populations
- Achieving equitable learning for all
- Implementing challenging mathematics and science education
- Strengthening student mentoring programs
- Creating safe learning environments
- Making effective use of technology

## Research and Development Programs focus on:

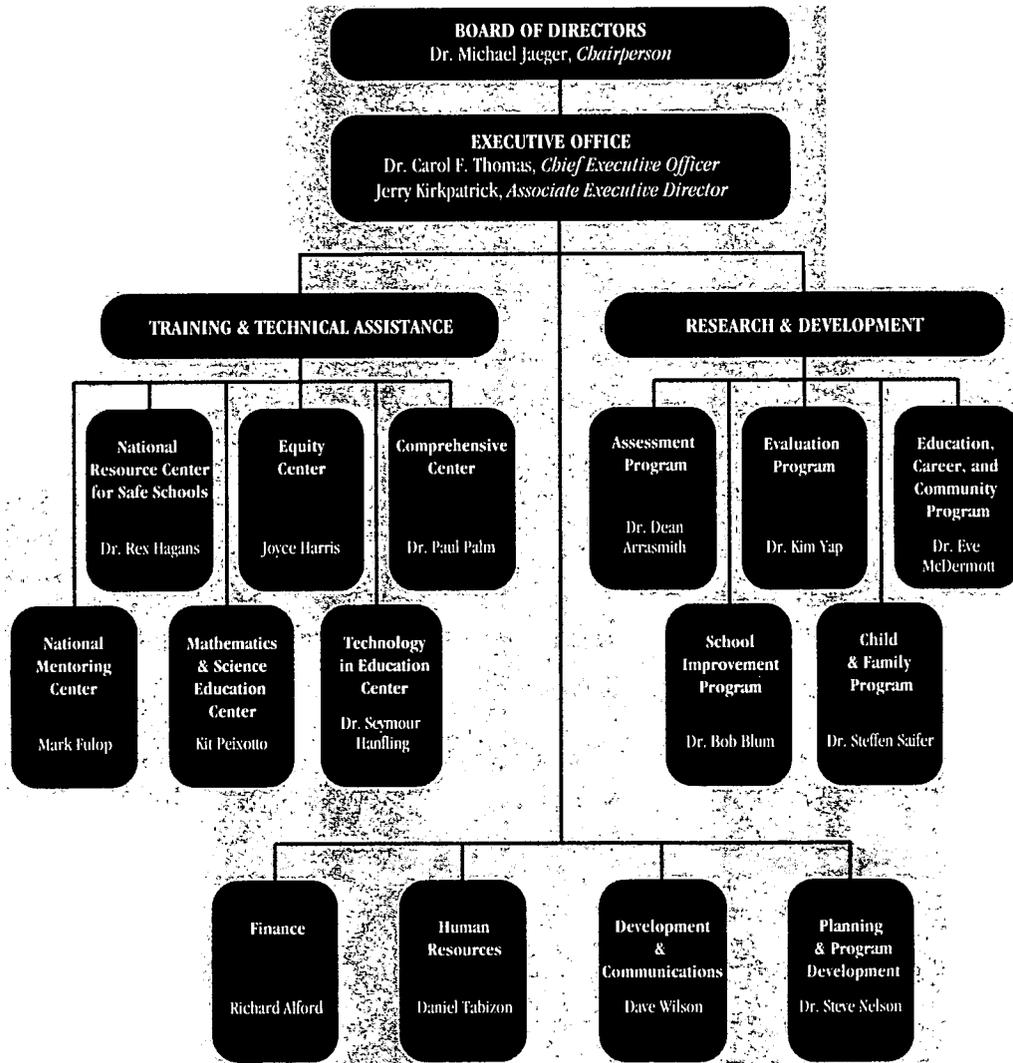
- Using assessment to increase achievement
- Meeting the diverse needs of young children and families
- Broadening the vision of where teaching and learning occur
- Gaining information to assess and improve education programs
- Building capacity for continuous education improvement



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## ORGANIZATIONAL STRUCTURE



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## ASSESSMENT PROGRAM

**T**he Assessment Program develops effective, practical, and useful tools and methodology for guiding and assessing student learning.

**M**ethodological skills of assessment and research are blended to develop, validate, report, and use student assessment information to guide improved student learning, enhance classroom instructional practices, and guide school reform and community improvement. Inherent in this work is the building of the local school and community capacity necessary to sustain continuous improvement in classroom teaching and student learning through training, technical assistance, and partnership activities with clients.

**M**uch of the program's work is conducted directly with teachers through training opportunities and technical assistance. Interactions with teachers have taken on increasingly broader forms, including training workshops and institutes, training videos, contracted technical assistance, telephone consultations, and Internet resources.

**T**raining of trainers models have been highly successful with NWREL's 6+1 Traits™ Writing Assessment model, the Traits of Effective Readers, and Creating Readers—Spanish, which have been successfully implemented in hundreds of classrooms across the nation.

Dr. Dean Arrasmith, Director

## PROGRAM COMPONENTS

### Assessment Services

Assessment services provided to clients involve the development and implementation of applied research study designs, measurement and information tools, and informational analyses and reporting methods for documenting student learning and effective instructional practices and programs.

### Training and Technical Assistance

Training and technical assistance are provided to develop the capacity of teachers, educational and community policymakers, and school managers to improve student learning and classroom instruction, to effectively use assessment information to understand school and community change, to guide planning and monitoring of program effects, and to provide reliable and valid accountability information for reporting to school and community constituents.

### Language Arts Assessment

Trait-based models are being developed and disseminated for assessing student performance in language arts. The 6+1 Trait™ Writing Assessment Model encompasses ideas, organization, voice, word choice, fluency, and conventions, plus presentation. Experienced Six-Trait Writing Assessment scorers provide comprehensive scoring and reporting of student writing samples. The Traits of Effective Spanish Writing is a similar model for assessing writing in Spanish. The Traits of an Effective Reader assessment model increases the development of reading skills by encouraging students to read not only the lines of a text, but to read between and beyond the lines of the text as well.

### Research and Development

Research and development are conducted to enhance the quality of information systems to assess students' achievement, behavior and attitudes, and the quality of classroom instruction.

### Education-Community Partnerships

Work with education and community partners focuses on aligning school and community goals including academic and teaching standards, objectives, activities, and measures to achieve continuous, effective change.

## MAJOR 2001 ACCOMPLISHMENTS

The third-year evaluation of the Washington Reading Corps was completed, showing the positive effects reading tutoring has on student reading achievement.

Boise School District (Idaho) faculty were assisted in developing end-of-course assessments in eight content areas.

A basic assessment literacy training workshop for teachers was developed and pilot tested.

The Senior Reading Tutoring Project was initiated, focusing on recruiting and training strategies for establishing effective reading tutoring services by senior citizens.

Five 6+1 Trait™ Writing Assessment training institutes and 73 workshops were conducted across the country for more than 2,300 teachers and school curriculum specialists.

Four Traits of an Effective Reader assessment model training institutes and 30 workshops were conducted across the country for more than 1,000 teachers.

A training institute that combines the trait-based assessments for reading and writing was developed and pilot tested.

The Traits of Effective Spanish Writing assessment model was introduced in two bilingual conferences and presented to teachers in five workshops.

NWREL's writing assessment scoring service team scored more than 54,000 student papers for 40 schools and districts.

A new 6+1 Traits™ Writing Assessment training video set and trainers guide were developed for conducting professional development workshops.

## CHILD AND FAMILY PROGRAM

The Child and Family Program supports learning and teaching through family-focused, culturally responsive, and prevention-oriented practices.

The program helps ensure that educators, human service providers, policymakers, and community and family members have the knowledge, skills, and resources to help children realize their full potential, focusing particularly on the needs of young children (birth to age eight) and their families.

The early childhood years are a time of rapid social, emotional, linguistic, cognitive, and physical development, coupled with dramatic neurological changes. While young children are growing and changing rapidly during this time, families are undergoing growth and development, as well.

The program works closely with all those involved in the lives of young children to help them meet the diverse needs of all children and to help children enter school eager to learn.

Clients are assisted in developing holistic approaches to address these needs, emphasizing children and family strengths, and developing partnerships with families based on mutual respect and responsibility.

The program concentrates on development and applied research activities to address the challenges of the rapid social, emotional, linguistic, cognitive, physical, and neurological changes that the early childhood years bring to children and their families. The program assists in the local development of collaborative efforts among families, schools, and communities to achieve high-quality programs that foster high standards for children.



Dr. Steffen Sailer, Director

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## PROGRAM COMPONENTS

### Language and Literacy

Key findings in current research and literature on language and literacy development are identified and linked to activities and best practices that support literacy development. These efforts include providing leadership for NWREL's Literacy and Language team, publications, staff development, and technical assistance.

### School, Family, and Community Partnerships

Research and development efforts focus on continuity for children across programs and grade levels, strength-based partnerships, and responsiveness to culture. These efforts include the Oregon Parent Information and Resource Center, leadership for NWREL's School, Family, and Community Partnerships team, and the Alaska Family Involvement Matrix for Alaska Department of Education and Early Development.

### Program Evaluation

Third-party evaluations of program effectiveness are conducted using sound and rigorous research strategies. Evaluations include the Idaho State Library Association's Read to Me early literacy campaign, Oregon Crisis/Relief Nurseries for the Oregon Commission on Children and Families, Portland Urban Enterprise Community Technology Center, Even Start Family Literacy programs, and Comprehensive School Reform (CSR) projects.

### Technology in Early Childhood Education

Recommendations, guidelines, and resources for appropriate and effective use of technology with young children are developed and disseminated through written materials, workshops, and NWREL's Web site. Products include the Early Connections Web site and the By Request booklet, *Technology in Early Childhood Education: Finding the Balance*.

### Technical Assistance in Early Childhood Education

A variety of strategies are used to assist families and the staff of early childhood programs to be more effective in supporting the growth and development of young children. These include electronic newsletters, Region X Head Start Association, and assessing school readiness for the Alaska Department of Education and Early Development.

## MAJOR 2001 ACCOMPLISHMENTS

A monthly electronic newsletter was instituted on important topics in early childhood.

Training workshops were conducted for various audiences on Literacy Development, Out-of-School Time, Impact of Culture on Learning and Development, Asset Mapping, Action Research, Parents as Teachers, Technology and Young Children, and more.

Evaluations were completed of the Grandview Early Learning Center, Puyallup, Washington; the Olympia Federal Even Start Program, Washington; Oregon Crisis/Relief Nurseries and Community Technology Center, Oregon.

The Parent Information Resource Center (PIRC) added sites across Oregon to provide information and training for parents.

A By Request booklet was published, *Technology in Early Childhood Education: Finding the Balance*. A Spanish version of *Easy Ways for Families to Help Children Learn* was developed. Journal articles "Learning to Read and Write: A Place to Start" and "Learning to Read the Hurt: Nurturing Emotional Literacy" were published in the *Oregon Elementary School Journal* and *Young Children*.

A training and resource manual, *Connecting Schools, Families, and Communities for Youth Success: Planning for Youth Success* was developed for publication.

Training and technical assistance related to early childhood education and strengthening school, family, and community partnerships, were provided for thousands of educators in the Northwest.

### COMPREHENSIVE CENTER



Dr. Paul Palm, Director

The Comprehensive Center helps ensure that all students are provided opportunities to succeed in school.

One of 15 regional assistance centers across the nation, the Comprehensive Center for Region X is hosted by NWREL in partnership with the Affiliated Tribes of Northwest Indians and Salish Kootenai College to serve state and local agencies in Idaho, Montana, Oregon, Washington, and Wyoming.

The primary recipients of center services are state education agencies, whose responsibility is to address the needs of high-poverty schools, including schools eligible for Title I schoolwide programs and Title VII comprehensive school grants. Collaboration with the state agencies focuses on schools with multiple barriers to providing high-quality services to targeted populations, including children in high-poverty areas, migratory children, immigrant children, children with limited English proficiency, neglected and delinquent children, homeless children and youth, and Indian children.

Through collaboration with the states, the Comprehensive Center provides tailored workshops and training, leadership institutes, publications, products, and a resource materials collection to assist schools in meeting the educational needs of special populations of children and youth. Center activities extend into schools and communities, encouraging parents and businesses to become involved in supporting the educational success of all children.

## CENTER COMPONENTS

### **Standards, Assessment, and Special Populations**

Training and resources help school and district administrators and teachers implement state content and performance standards for all children, while encouraging the cultural congruence of assessments for Native Americans, Hispanics, Asians, African Americans, and students from other ethnic and cultural groups.

### **Title I Schoolwide Programs**

Topics of workshops for development and implementation of Title I schoolwide programs include parental involvement, creating a safe environment free of violence and drugs, combining federal and local resources, using data to focus instructional change, standards and assessment, ongoing and sustained professional development for student academic achievement, and educational programs for migrant, bilingual, and Indian students.

### **Reading Success Network**

A cadre of Reading Success Network trainers provides teacher/coach training in peer coaching, assessment, and instructional strategies at the K-3 level. Selected schools are participating in a national evaluation of the program.

### **Comprehensive School Reform**

Training focused on the required components of comprehensive school reform plans and evaluation is provided to schools eligible for Comprehensive School Reform Demonstration (CSR D) funding. Assistance is provided to CSR D sites in the region.

### **Whole-School Reform Evaluation**

An NWREL guidebook provides practical information on evaluation of CSR D and other whole-school reform efforts. Training in the use of this guide is provided to CSR D sites, as well as other whole-school reform schools.

## MAJOR 2001 ACCOMPLISHMENTS

Δ meeting of representatives of Northwest state education agencies on standards and assessment focused on identifying accountability issues and efforts of the respective states to support training in a standards-based environment (e.g., curriculum alignment, assessment tools, professional development, teacher education, etc.).

Δ training workshop on school improvement strategies was conducted with the Oregon Department of Education for teams of teachers and administrators from 20 Oregon Comprehensive School Reform schools. School stories were shared with leadership teams from Oregon's Title I Schools of Merit.

Δ keynote presentation on public relations and communicating standardized test results to the school community was presented to 70 administrators at the Wyoming Elementary School Principals annual conference.

Seven trainers from the region were prepared to provide technical assistance workshops and consultation services on Title IX Indian Education Program applications.

Training based on the Assessment Matrix for Classroom Instruction was conducted in Spokane, Washington, for Northwest participants and in Washington, D.C., for representatives of the U.S. Department of Education, Title I, and Native American Indian Education.

Δ technology training strand was conducted for 750 participants at the National Indian School Board Association (NISBA) summer institute in Portland.

Training on the use of data to plan instruction was conducted for 19 teachers and principals at Arapaho School in Wyoming.

## EDUCATION, CAREER, AND COMMUNITY PROGRAM

The Education, Career, and Community Program helps broaden the vision of when and where teaching and learning occur by helping volunteers and staff members improve their services wherever they work—in education, community service, and employment settings demanding higher skills for today's complex world.

During its 30-year history, the program has developed nationally recognized tools that help students see the connections between what they learn at school and what they do in careers and lifetime problem solving.

The program supports efforts to build partnerships among institutions in the business of lifelong learning—schools, community agencies, and the private sector where valuable learning and service opportunities often lie untapped.

Program activities include:

- Training and technical assistance via workshops, institutes, and conferences
- Curriculum and program development, emphasizing contextual teaching and learning, particularly efforts to link real-world experience with rigorous academic standards
- Research and evaluation activities to determine what works
- National service programs that focus on literacy, anti-poverty solutions, and getting the most from voluntary enterprises
- Information dissemination to meet practitioner needs



Dr. Eve McDermott, Director

## PROGRAM COMPONENTS

### **Tutors, Mentors, and Literacy**

Training and technical assistance are provided to national service projects focusing on tutoring, mentoring, and literacy. Services are provided in partnership with Bank Street College in New York to Volunteers in Service to America (VISTA) and other education and literacy-related projects funded by the Corporation for National Service.

### **Middle and High Schools**

Promising instructional practices and training in community partnership strategies are provided for middle grades and high schools, including smaller learning communities and contextual teaching strategies to help students learn to apply skills in real problem solving.

### **Northwest Community Service Programs**

AmeriCorps community service activities focused on literacy, environment, public safety, and the effects of poverty are assisted to strengthen staff competencies and gauge program quality.

### **Program Evaluation**

Evaluations are conducted of innovative programs aimed at helping staff members improve their teaching skills and help students learn in new ways.

### **Curriculum Resources**

Model standards-based instructional materials are created to help students confront real-life situations.

## MAJOR 2001 ACCOMPLISHMENTS

An activities toolkit, *Teens Working: Turning Earning into Learning*, was developed to show young people the connection between work and school.

A resource guide, *Everyone's Guide to Successful Project Planning: Tools for Youth*, was developed on planning of projects tied to academics.

The 2001 summer Menucha Topical Forum examined how teacher preservice education programs can implement contextual teaching and learning strategies.

*The Tutor* quarterly newsletter was developed and disseminated to assist practitioners in national service projects.

The first multimedia National Service Symposium was conducted for more than 200 participants.

One hundred twenty-five AmeriCorps program staff from six states attended the Network Northwest.

More than 1,000 technical assistance sessions and nearly 50 training workshops were conducted on literacy, mentoring, and tutoring issues in schools. More than 25 training events were conducted on youth development.

Work with middle schools included evaluation of the Seattle Middle School Support grant and support for the Albertson's Middle School Reform conference in Idaho.

Standards-based curriculum materials were developed to help teachers reach rigorous standards using safety and health content that working teens face in workplaces.

Workshops were coordinated around the nation to orient high schools to features of the New American High Schools (NAHS) initiative.

Evaluations were conducted of innovative projects: University of Washington Consortium for Contextual Teaching and Learning, three Technology Innovation Challenge Grants, three Preparing Teachers for Tomorrow's Technology projects, seven 21st Century Learning Communities grants, and Tech Prep programs in Hawaii, Oregon, and California.

## EQUITY CENTER

The Equity Center develops the capacity of schools to implement policies and practices that lead to equitable, high-quality education for all learners.

The center helps public schools and communities incorporate the key components of educational equity into policies and practices that ensure each student receives what she or he needs to succeed. Assisting schools to align equity goals with state standards and school improvement plans and to implement change in the context of comprehensive school reform is critical to improving schools for all students.

The center provides assistance on topics including research-proven instructional strategies, equitable assessment and student placement procedures, bilingual strategies to educate English language learners, the history and culture of immigrant groups in the region, increased parent and community involvement, development of anti-harassment policies and procedures, reduction of racial and cultural isolation, and school-based violence. Services are delivered to districts upon request through a combination of training, technical assistance, consultation, resource identification, product development, and collaboration with key agencies and organizations.

The center's work in urban and rural areas involves the development of professional development tools to support teachers and administrators who serve linguistically and culturally diverse students.

The center operates the Region X Equity Assistance Center serving Alaska, Oregon, Idaho, Washington, Hawaii, Guam, Commonwealth of the Northern Mariana Islands, American Samoa, and the Republic of Palau.



Joyce Harris, Director

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## CENTER COMPONENTS

### **School-Based Harassment**

Training activities, classroom and curricular strategies, legal responsibilities, and self-assessments are provided to school staff, students, families, and communities to identify, prevent, and address school-based harassment.

### **Education for Immigrant Students**

Information, training, and technical assistance focused on the educational needs of immigrant students are provided within the context of instruction, materials, curriculum, and interactions.

### **Equitable Access and Use of Technology**

Training, self-assessments, and effective strategies enable practitioners to develop and identify programs and technology practices to provide students with equitable access to equipment and instruction and to eliminate inequities.

### **Mentoring Young Women**

Resources and training assist schools and communities to develop a comprehensive approach to planning, implementing, and evaluating mentor programs for diverse young women.

### **Equity Challenge in Charter Schools**

Resources, training, and a regional listserv increase awareness of equity issues embedded in operating a charter school.

### **Bilingual/ESL Programs**

Training and technical assistance help administrators and teachers design and implement effective plans and programs for bilingual/ESL students.

### **Gender-Specific Programming for Girls**

Training materials developed by the center assist policy-makers, administrators, and program staff in designing and implementing gender-specific programs for girls within the juvenile justice system or those at risk of offending.

### **Principal Leadership**

Training and resources develop principal leadership skills based on the key components of educational equity and strategies to manage an equitable teaching and learning environment.

## MAJOR 2001 ACCOMPLISHMENTS

Training and technical assistance services were provided to more than 5,000 K-12 personnel, parents, and community members in the center's service area.

The Pacific Equity Academy was convened for teams from Guam, American Samoa, Republic of Palau, and the Commonwealth of the Northern Mariana Islands, who were assisted in developing equity plans.

△ Charter Schools listserv was activated to provide opportunities for networking and sharing of information among the charter schools in the region.

△ An Equity Institute was convened at the U.S. Department of Education Improving America's Schools annual conference in Sacramento.

△ A five-day national EDEQUITY online discussion on Education and Immigrant Girls was moderated in collaboration with the Women's Educational Equity Act Program.

△ A monthly online newsletter, *Look@Equity*, was produced outlining current and upcoming events and regional topics of interest.

Training on gender-specific programming was provided to members of the Federal Work Group for the U.S. Office of Juvenile Justice and Delinquency Prevention.

District bilingual plans were reviewed and follow-up technical assistance provided in collaboration with the Western Regional Office of Civil Rights and Idaho Department of Education.

Three workshops were conducted at the Annual Pacific Educational Conference in Guam.

The center collaborated with the Oregon Department of Education to plan and coordinate the 2001 Oregon Summer Bilingual Institute.

## EVALUATION PROGRAM

The Evaluation Program helps policymakers and practitioners collect, analyze, interpret, and use evaluation information to make sound instructional, program, and policy decisions to improve the quality of education for children, youth, and adults.

A wide range of evaluation activities are conducted to improve the quality of education for all students, including those attending high-poverty, low-performing schools. These services are provided both to schools and other education organizations and to NWREL programs and activities in performing their contracted research and development work.

Activities are conducted to provide clients with valid and accurate information on program implementation and outcomes. These activities include planning and designing evaluation studies; developing instruments; collecting, analyzing, and interpreting data; developing reports on findings; and helping clients use evaluation information for accountability and program improvement.

The program promotes sound decisionmaking based on empirical data and facilitates the implementation of effective practices based on scientific evidence.



Dr. Kim Yap, Director

## PROGRAM COMPONENTS

### Regional/State/Local Projects

Project evaluation assistance is provided on a contract basis to local school districts, educational service districts, state education agencies, and other public and private agencies. Projects are evaluated on a wide range of topics, including reading instruction; school improvement; drug, alcohol, and violence prevention; technology integration; mathematics and science education; at-risk student populations; vocational education; and nontraditional learning.

### REL Program Evaluation

Evaluation studies are conducted of research and development activities implemented by NWREL under the Regional Educational Laboratory (REL) Program contract with the U.S. Office of Educational Research and Improvement (OERI). These activities include outreach and awareness, regional training institutes, intensive work conducted with 15 partner sites in the region, and national leadership activities in Re-engineering Schools for Success.

### NWREL Programs and Centers

Evaluation assistance is provided to other NWREL programs and centers to meet funding and accountability requirements in areas of comprehensive assistance, equity, math and science education, mentoring, safe schools, and technology in education.

## MAJOR 2001 ACCOMPLISHMENTS

Evaluation services were provided to 30 organizations, including federal agencies, universities, state education agencies, regional educational service districts, school districts, schools, and private organizations.

Forty-three major evaluation reports were developed in a wide range of areas, including reading instruction, school improvement, technology, mathematics and science education, at-risk student populations, vocational education, and nontraditional learning.

First-year data collection and analysis were completed for Oregon Reads, a Reading Excellence Act (REA) project implemented by the Oregon Department of Education in 14 high-poverty schools.

A comprehensive evaluation design and related instruments were developed for Washington Reads, a Reading Excellence Act (REA) project implemented by the Washington Office of Superintendent of Public Instruction in 32 schools.

Evaluation of technology projects focused on the use of technology to support educational reform, professional development, and instructional improvement.

Distance learning studies were expanded to include innovations in K-12 classrooms, adult education opportunities, and access for incarcerated youth populations.

A comprehensive evaluation design was developed for research and development activities conducted under the Regional Educational Laboratory contract with the U.S. Office of Educational Research and Improvement (OERI).

A framework and related data collection and analysis procedures were established for documenting the creation and use of "procedural knowledge" in implementing various school reform efforts in low-performing schools.

Evaluation assistance was provided to other NWREL programs and centers, including the Technology in Education Center, Math and Science Education Center, Comprehensive Center, Equity Center, and National Resource Center for Safe Schools.

## MATHEMATICS AND SCIENCE EDUCATION CENTER

The Mathematics and Science Education Center supports schools in implementing challenging and effective mathematics and science curricula, instruction, and assessment for all students.

The vision of science and mathematics education for the 21st century has become more clearly defined through efforts during the past decade to articulate national and state standards that describe what students should know and be able to do. Today, educators face the equally demanding challenge of translating these standards into action. Students' success in a standards-based system requires a coherent, systemic approach that includes school boards, administrators, teachers, paraprofessionals, parents, and the community. While all parts of the educational system must be involved, research points to classroom teachers as key to students achieving higher academic standards.

The Mathematics and Science Education Center embraces the belief that "teaching matters" and organizes its work to promote effective instructional strategies for diverse learners, meaningful assessment practices, and focused curriculum.

The center operates the Northwest Eisenhower Regional Consortium, one of 10 Eisenhower Regional Consortia across the nation established to assist teachers to:

- Facilitate engaging and authentic learning experiences
- Guide students in actively exploring and making sense of the world
- Challenge all students to become rigorous thinkers and creative problem solvers
- Develop students' understanding of science and mathematics

To leverage resources and maximize its efforts in the region, the consortium forms strategic alliances with existing projects, organizations, and agencies. Through these collaborative associations the consortium provides a mechanism for sharing strategies, materials, and other resources to foster the coherence and sustainability of mathematics and science education initiatives in the Northwest.



Kit Peixotto, Director

## CENTER COMPONENTS

### **Resources for Effective Teaching and Learning**

The It's Just Good Teaching publication and video series focuses on topics related to high-quality science and mathematics programs to help K-12 teachers implement proven successful practices. Ten topical booklets summarize current research, highlight effective strategies, and identify useful resources. Three videos provide a classroom glimpse of effective instruction in mathematics problem solving and science inquiry. *Northwest Teacher* is a theme-based journal devoted to rigorous and imaginative teaching and learning in mathematics and science.

### **Mathematics Problem-Solving Model™**

NWREL's Mathematics Problem-Solving Model provides classroom teachers with tools and resources to enhance problem-solving instruction and support student learning toward higher standards in mathematics. Components are a trait scoring guide, grade-level open-ended tasks based on the NCTM strands, student work samples and anchor papers, and professional development materials.

### **Science Inquiry Model™**

NWREL's Science Inquiry Model provides classroom teachers with tools and resources to help students learn scientific concepts, skills, and processes through student-led inquiry. Components are a trait inquiry scoring guide, grade-level open-ended tasks based on national science strands, student work samples and anchor papers, and professional development materials.

### **Information and Resource Dissemination**

The lending library includes 1,800 titles of mathematics and science teacher support materials, assessment ideas, research syntheses, professional development books and videos, and standards-based curricula. The *Practical Inquiry* newsletter targets administrator issues.

### **Customized Services**

Direct services to schools, districts, and other organizations are tailored to meet the needs of individual clients on such topics as aligning district curriculum with state and national standards, project evaluation, and conducting mathematics program audits.

## MAJOR 2001 ACCOMPLISHMENTS

Three issues of *Northwest Teacher* were produced on the following topics: In an Era of Reform: Standards in the Classroom; Lesson Study: Teachers Learning Together; and Taking It Outside: Science Inquiry.

More than 19,400 copies of publications and videos from the It's Just Good Teaching series were disseminated to educators across the region, as well as nearly 14,650 copies of *Northwest Teacher* and more than 3,000 copies of *Practical Inquiry*.

The Resource Lending Collection expanded to nearly 1,800 titles, with more than 260 clients borrowing nearly 770 items. Staff researched and responded to nearly 100 information requests.

Partner sites were established with 11 districts in the region, and on-site professional development was provided to more than 200 educators at 30 schools.

Thirteen Eisenhower National Clearinghouse/Northwest Eisenhower Regional Consortium Access Centers were established across the five states to further disseminate ENC and consortium resources.

Annual institutes were conducted in collaboration with the Oregon Department of Education and Washington Office of the Superintendent of Public Instruction to support state goals for improving mathematics and science education.

Intensive, on-site professional development in the NWREL Mathematics Problem-Solving Model™ was provided to teachers in Arizona, Colorado, Idaho, Montana, Oklahoma, and Washington.

Fifty-four strategic alliances were formed with agencies, organizations, and projects to leverage resources and develop collaborative efforts to identify, collect, and disseminate high-quality materials and services.

## NATIONAL MENTORING CENTER

The National Mentoring Center assists schools and community-based organizations throughout the country in creating, implementing, and improving mentoring programs for disadvantaged youth.

Mentoring has been shown to be an effective tool in helping youth develop educational and social skills, and reducing involvement in gangs, drugs, and other delinquent behavior.

**NWREL's** National Mentoring Center was established in 1998 through a cooperative agreement with the U.S. Office of Juvenile Justice and Delinquency Prevention (OJJDP). The center provides conferences, training events, and publications to mentoring programs across the United States, particularly the nearly 200 Juvenile Mentoring Programs (JUMP) that OJJDP has funded since 1995.

Collaborating with NWREL in operating the center are Big Brothers Big Sisters of America (BBBSA) and the National Mentoring Partnership, both nationally recognized mentoring organizations, and Public/Private Ventures (P/PV), a national leader in research on mentoring. Together, the four organizations have developed and are disseminating training materials and a curriculum related to mentor program development, effective mentoring relationships, and building stronger state partnerships for mentoring.



Mark Filop, Director

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## CENTER COMPONENTS

### Training and Technical Assistance

The center provides training and other assistance to mentoring programs across the country through a variety of conferences and workshops. JUMP programs, funded by OJJDP, receive intensive training and support through a cadre of mentoring experts, specialized custom training events, and one-on-one consultation.

### Information Services

The center maintains one of the country's largest collections of mentoring materials, including books, videos, training guides, and evaluation instruments available for loan to any program in the country. The center also provides information searches and research assistance via phone and e-mail. Its Web site is one of the most comprehensive resources available in the youth mentoring field.

### Curriculum and Publications

The center has developed a 10-module training curriculum for use by mentoring programs in the areas of program development and mentor training. The curriculum is based on mentoring research and features the best practices for creating strong programs and mentoring relationships with youth.

Supplementing the curriculum is the Technical Assistance Packet series. These publications touch on significant issues for mentoring programs and offer innovative strategies in the areas of mentor training, school-community partnerships, and program sustainability.

Quarterly *Bulletins* feature the latest in mentoring research, information on the center's activities, and profiles of successful programs and mentoring relationships.

## MAJOR 2001 ACCOMPLISHMENTS

Three regional mentoring training events were conducted, serving 400 mentoring practitioners across the country.

Six of eight planned Technical Assistance Packets were published on key mentoring issues: *ABCs of School-Based Mentoring*, *Supporting Mentors*, *Training New Mentors*, *Building Relationships*, *Recruiting Mentors*, and *Mentoring Sexual Minority Youth*.

The training curriculum, *Strengthening Mentoring Programs*, was disseminated to more than 1,000 agencies for use at the program level.

Three specialized training events were held for JUMP Programs, dealing with issues of diversity, program sustainability, and effective program practices.

A national, postcard-based mentor recruitment campaign was conducted.

The center's information services responded to more than 500 requests for information and research.

The center coordinated an alliance of federal agencies providing mentoring to youth in the Washington, D.C., area.

Four *Bulletins* were distributed nationwide to 5,000 programs and individuals.

## NATIONAL RESOURCE CENTER FOR SAFE SCHOOLS

The National Resource Center for Safe Schools provides training and technical assistance to schools and communities throughout the country to create and maintain safe learning environments free of crime and violence.

Center services support a comprehensive approach to the development of safe school plans by schools and communities to build a solid foundation of programs that embrace diversity, build resiliency, and provide educational programming within the context of comprehensive school improvement plans.

Comprehensive safe school plans contain such essential components as positive schoolwide behavior and academic standards for all students; sensible schoolwide safe school policies; active and engaging school/community partnerships; secure facilities and crisis response plans; early identification, intervention, and referral of antisocial and violent children and youth; and a safe school planning team that is linked to the overall school improvement planning efforts.

The center, established in 1998 through a cooperative agreement with the U.S. Office of Juvenile Justice and Delinquency Prevention (OJJDP), collaborates with state educational agencies, state and local juvenile justice agencies, state school safety centers, professional organizations, and technical assistance providers and networks across the country.



Dr. Rex Hagans, Director

## CENTER COMPONENTS

### **Safe School Plans**

The center provides assistance to schools and communities in developing safe school plans for implementing and sustaining a targeted, comprehensive set of activities.

### **Training and Technical Assistance**

In addition to the workshop on Creating Safe Schools: A Comprehensive Approach, the center provides training and technical assistance through regional safe school conferences and technical assistance to school districts to: (1) assess the conditions of schools and communities, (2) strengthen school policies, (3) develop an early warning and response system, (4) develop and implement effective strategies and practices in violence prevention and reduction, and crisis response, (5) foster school/community partnerships, and (6) evaluate prevention program efforts.

### **Information Dissemination**

The center disseminates information on safe school issues and concerns, highlighting effective programs, prevention strategies, best practices, training opportunities, and other resources.

### **National Network for Safe Schools**

The center works to refine effective training materials, methods, research-based information, and protocols on school safety in collaboration with a national advisory committee, state educational and juvenile justice agencies, the Hamilton Fish Consortium on School and Community Violence, state school safety centers, and other training and technical assistance providers.

## MAJOR 2001 ACCOMPLISHMENTS

Regional Safe Schools Conferences were conducted in Reno, Nevada, and Austin, Texas, providing a wide range of training workshops for educators, administrators, law enforcement officials, and state education agencies on Comprehensive Safe School Planning, Addressing Bullying and Harassment, and Information on Resources to Support Safe School Plans.

An intensive training program is being carried out at eight sites on specific steps in the safe schools planning process: develop school-community partnerships, conduct needs assessment, develop a plan, implement best practices, and evaluate progress (Newburg, Oregon; Gardiner, Maine; Swanton, Vermont; Shiprock, New Mexico; Pine Ridge, South Dakota; Little Rock, Arkansas; Belgrade, Montana; and San Juan, Puerto Rico).

Two workshops on Truancy Issues and Solutions were conducted at the National At-Risk Youth Conference in Myrtle Beach, South Carolina.

A session on issues and concerns of mayors related to safety in schools was provided for 45 mayors and council members at the National League of Cities conference in Rio Rancho, New Mexico.

Preconference sessions on Creating Safe Schools were conducted with the Hamilton Fish Institute on School and Community Violence at the OJJDP National Conference in Washington, D.C.

A keynote session on the comprehensive approach to safe school planning was presented to law enforcement, juvenile justice, and mental health personnel, youth-serving agencies, and educators at OJJDP's Juvenile Accountability Incentive Block Grant conference in Houston, Texas.

Training was provided to 150 law enforcement and FBI personnel at the FBI-New Orleans School Crisis Planning meeting.

The *Safety Zone* newsletter and *Safe Schools Fact Sheets* were developed and 200,000 copies distributed nationwide.

An *Interactive School Safety* CD-ROM was produced and 7,500 copies distributed.

## SCHOOL IMPROVEMENT PROGRAM

The School Improvement Program builds the capacity of school systems—schools, school districts, and their communities—to work as high-performing learning communities so that all students achieve to high standards.

When all stakeholders in a school system agree on and are committed to a mission and student learning goals, they will support and promote them. People from the school, school district, and community need to share leadership and continually engage in the process of educational improvement. To achieve increased student performance, school systems need to establish standards for student learning goals.

Schools should provide equal opportunity and achieve equitable results for all students—students in varying ethnic groups, students of different socioeconomic status, and male and female students. Building consensus and commitment in setting student goals requires widespread involvement of all stakeholders, including those who represent the diverse perspectives and cultural composition of the community.

The school system must ensure that core elements of the learning and teaching process—curriculum, instruction, and assessment—align with one another and with the mission and goals. The mission and student goals should be the prime consideration when human, financial, and other resources are allocated throughout the school system. Data and information about students, the school, and the community are necessary for making decisions about the improvement effort. The system must have a structured process to facilitate data collection, analysis, and reporting necessary for decisionmaking.

The goal for the school system is to become a high-performing learning community in which students, staff, and stakeholders learn and grow continuously so that all students learn well. The cultural norm is established that supports continuous improvement, including high-quality professional development leading to use of research-based practices, so that each student is successful.



Dr. Bob Blum, Director

## PROGRAM COMPONENTS

### **Onward to Excellence II**

Onward to Excellence II (OTE II) is a training and technical assistance program to improve school/district/community systems, engaging all stakeholders in efforts to increase student learning related to community-valued goals.

### **Resources To Support School Improvement**

Publications support the learning success of learners of all ages by familiarizing educators, parents, community members, and students with the findings of educational research and examples of successful school improvement efforts.

### **School Improvement Studies**

To evaluate and learn from ongoing, long-term school improvement efforts, NWREL (1) develops its capacity to conduct impact studies of systemic improvement efforts, (2) develops capacity of others (e.g., local research teams) to conduct such work, and (3) develops the capacity to conduct studies in collaboration with other organizations.

### **Quality Teaching and Learning**

Products and services are offered to help educators as they improve curriculum and instruction so that all students achieve to high standards. Through an inquiry process, teams of teachers examine their practice; determine critical learning experiences to meet local, state, and national standards; apply research and theory on learning and teaching as they design lessons; and assess the impact of their designs on student learning.

### **National Leadership for Re-Engineering Schools**

Leadership is provided in establishing and supporting collaborative work among organizations nationwide to develop, promote, and study efforts to re-engineer schools. People and organizations are brought together to understand and improve the impacts of comprehensive school reform efforts across the country.

## MAJOR 2001 ACCOMPLISHMENTS

The *Listening to Student Voices Self-Study Toolkit* was completed in collaboration with other regional laboratories and published by NWREL.

The partnership with the National Clearinghouse on Comprehensive School Reform was strengthened and the Web site for the *Catalog of School Reform Models* was redesigned, making it more useful to schools.

Δ research synthesis titled *Principals of High-Achieving Schools: What the Research Says* was developed.

Δn article, "Part-Time Class Size Reduction at Fall City Elementary School," was included in the book, *How Small Classes Help Teachers Do Their Best*, published by the Temple University Center for Research in Human Development and Education.

Δ national invitational working conference, Closing the Achievement Gap in High Schools through Comprehensive School Reform, was conducted by a partnership with Annenberg Institute for School Reform at Brown, Consortium for Policy Research in Education, U.S. Office of Educational Research and Improvement, and Council of Chief State School Officers.

Twenty-five additional schools across the nation chose Onward to Excellence II as their school reform model. Some schools using the OTE II process are reporting substantial improvements in student achievement.

Two sections were updated in NWREL's *Research You Can Use to Improve Results*: Section 2—Management and Organization and Section 3—Instruction and Instructional Improvement.

Articles titled "Standards-Based Reform: Can It Make a Difference for Students?" and "Reforming Education From the Inside-Out: A Study of Community Engagement and Educational Reform in Rural Alaska" were published in the *Peabody Journal of Education* and the *Journal of Research in Rural Education*.

## TECHNOLOGY IN EDUCATION CENTER

The Technology in Education Center supports elementary, secondary, and postsecondary schools and educators in the effective and appropriate use of new technologies.

The goal of using technology in schools is to support teaching and learning. To do this, technology must be integrated into the everyday lives of teachers and students. This integration is a complex process, requiring leadership, planning, staff development, and ongoing teacher support. Creating and providing materials that illustrate and provide direction in this process is a critical need. Rural, isolated, and underserved communities experience special challenges as they implement and use technology in their schools.

**NWREL** has conducted activities to assist schools in using technology since the 1970s and now operates the Northwest Educational Technology Consortium (NETC), one of 10 federally funded regional technology consortia—the R<sup>2</sup>TECs. The consortium, which includes state education agencies in the region, focuses on:

- Using technology to help make fundamental shifts in teaching and learning

- Aligning technology use to support school improvement and reform

- Ensuring equal and equitable access of all students, particularly the disadvantaged, to high-quality learning opportunities

- Improving the entry, retention, and development of highly qualified teachers

Adult basic skills and preservice education for teachers, two special areas of need, are the focus of the center's work with Northwest colleges of education and the Northwest Regional Literacy Resource Center.



Dr. Seymour Hanfling, Director

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## CENTER COMPONENTS

### **Integrating Technology Into Classrooms**

Models, best practices, cost-effective use, and methods for measuring impact at the classroom level are disseminated to teachers and other building-level leaders.

### **Telecommunications and Networking**

District and school technology planning teams comprising community members, administrators, teachers, and technology coordinators are supported in the development of computer networks, including the use of videoconferencing, that support the integration of technology into the classroom.

### **Technology Plans**

Products and services support the development and implementation of effective technology plans, including strategies to measure the impact of technology on the teaching and learning process.

### **Assessment and Evaluation**

Assistance to state agencies and local school districts in evaluating the impact of technology on student learning includes staff development, evaluation planning, and instrument development. Independent evaluations are conducted for Technology Innovation Challenge Grant and Technology Literacy Challenge Funds projects.

### **Preservice Education Programs**

Support is provided to prepare teachers with skills for using technology and integrating it into the curriculum.

### **Adult Basic Education**

The center is working with adult basic educators to effectively integrate technology into their adult literacy and basic skills programs.

## MAJOR 2001 ACCOMPLISHMENTS

More than 36,000 copies of print, video, and CD-ROM products were distributed to help schools plan, implement, and evaluate the use of technology.

Staff development activities were provided for more than 4,400 people throughout the region.

More than 20,000 copies of a third video classroom tape, *It's a Wild Ride*, were distributed nationally in collaboration with Intel Corporation as part of NWREL's *Classrooms@work/tools@hand* set of multimedia and print resources on integrating technology into the classroom.

A booklet, *Technology in Early Childhood Education: Finding the Balance*, was developed.

Staff development was provided for adult basic education providers in all six states.

The Beta Educational Technology Assessment (BETA) Guide for Teachers was created in collaboration with the Alaska Department of Education and Early Development.

Technology education strands were conducted at the National Indian School Board Association annual conference.

Evaluation continued for the fifth year on the impact of TELDEC, a program infusing technology into districts across the state of Washington.



# RESULTS AND IMPACT

conducted 2,732 activities in 2001 that provided educators, policymakers, and the public with information, materials, knowledge, and skills to improve the results of education.

More than 75,000 people benefited directly from NWREL activities, including 24,993 participants in NWREL workshops, conferences, and technical assistance sessions; 48,483 who requested and received products and publications through the NWREL Document Reproduction Service; and 847 who requested searches for information on topics and issues they were confronting.

In addition, 237,637 copies of NWREL publications, newsletters, and other free materials were disseminated.

The Web site attracted 2,177,379 visitor sessions in 2001—6,161 people each day—who spent an average of slightly more than 10 minutes gaining information and resources from the more than 12,000 pages of information on NWREL's Web site. During these sessions, visitors accessed 7.4 million pages of information, a 35 percent increase over the prior year.

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# APPLIED RESEARCH AND DEVELOPMENT

## 109 new products and publications resulted from research and development.

NWREL developed 28 new products during 2001, providing tools and strategies that support systemic reform efforts, effective teaching and learning, and strong parent and community partnerships. New NWREL products included curriculum materials, training modules, handbooks, and research syntheses for widespread distribution. In addition, NWREL produced 81 new publications for specific audiences, such as reports on project evaluations, literature reviews, and policy papers.

**Assessment.** A major new 6+1 Trait Writing Assessment product is an eight-part video series and accompanying facilitators guide for staff development specialists, teachers, and curriculum directors. One video is a focused introduction to the trait-based writing model and the seven additional videos highlight each trait: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation.

Also new is a colorful 32" x 32" Six+1 Trait Writing Assessment poster in either English or Spanish.

*The Assessment Matrix for Classroom Instruction* is a six-point matrix that helps teachers collect information about their students' progress, and to analyze and apply the data to improve instruction and student performance.

**School Improvement.** Both a *Listening to Student Voices* introductory package and a self-study toolkit provide information and resources for using four pragmatic, manageable ways schools can conduct self-study aided and enriched by student help. Developed by NWREL and other regional educational laboratories, the four tools are called Student Reflection Protocol, Student-Led Focus Group, Data in a Day, and Analyzing Surveys with Kids. The materials include guidebooks, handouts, stories of school success, and videotapes demonstrating use of the tools.

**Rural Education.** A new seven-book series of *Multigrade Classroom* handbooks draws on more than a decade of research by NWREL's Rural Education Program and incorporates the practical wisdom of an experienced team of teachers. The handbooks cover classroom organization; classroom management and discipline; instructional organization, curriculum,

and evaluation; instructional delivery and grouping, self-directed learning; and planning and using peer tutoring.

**Urban Education.** *Learn-ed Nations: A Compendium of Schooling Practices for Native American Students*, developed by Alaska Native and American Indian master educators, presents tools and resources for shaping environments that foster learning.

**Community-Based Learning.** Educators and youth-development professionals who believe in extending the classroom into the local community are the audience for *Everyone's Guide to Successful Project Planning: Tools for Youth*.

*Teens Working: Turning Earning into Learning* provides a set of challenging yet fun activities to show young people the connection between what they do at work and what they learn at schools. It includes three volumes: facilitator guide, student guide, and critical workplace issues.

**Mathematics and Science Education.** Three new issues of *Northwest Teacher* are intended for mathematics and science teachers: "In an Era of Reform: Standards and the Classroom," "Lesson Study: Teachers Learning Together," and "Taking It Outside: Science Inquiry."

**Mentoring.** Six technical assistance packages were developed on key mentoring issues: *ABCs of School-Based Mentoring, Supporting Mentors, Training New Mentors, Building Relationships, Recruiting Mentors, and Mentoring Sexual Minority Youth*.

# TRAINING AND TECHNICAL ASSISTANCE

## 24,993 people participated in training and technical assistance.

A total of 24,993 people gained new knowledge and skills for improving education through participation in 1,421 NWREL workshops, conferences, and consultation sessions in 2001. Training and technical assistance activities provided by NWREL ranged from large national and regional conferences to workshops on single topics to one-on-one consultations.

The largest category of participants—11,971—were teachers, principals, and other school building-level staff members. Another 3,346 participants were superintendents and other staff members at the district level.

NWREL's largest event was the annual Education Now and in the Future conference providing professional development that bridges the gap between research and action for nearly 1,100 educators. The conference highlights research-based products, processes, and tools for implementing best practices designed to improve educational results.

Major national conferences conducted by NWREL during 2001 included:

- Eisenhower Professional Development Evaluation Conference
- National Service Symposium

Regional conferences conducted and hosted by NWREL during 2001 included:

- Implementation of standards and assessment in the Northwest states
- Pacific Equity Academy
- Regional Mentoring Training Conferences

Many workshops and technical assistance sessions were conducted to assist schools in implementing and using NWREL-developed models and processes for becoming high-performing schools:

- Onward to Excellence II comprehensive school reform model
- Trait-based assessment models in writing, reading, Spanish writing, and mathematics problem solving
- Assessment Matrix for Classroom Instruction
- Science Inquiry
- Strengthening Mentoring Programs

Topics of other NWREL workshops included:

- Contextual teaching and learning strategies
- Literacy, mentoring, and tutoring
- Youth development
- Middle school reform
- Bilingual education
- Educational equity
- Literacy development
- Parents as teachers

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# INFORMATION DISSEMINATION

NWREL disseminated information on education issues and practices through a combination of electronic, print, search, and mass media methods.

**Web Site.** A major redesign of NWREL's Web site, [www.nwrel.org](http://www.nwrel.org), was completed in September 2001 to give users better and quicker access to the wealth of information and resources available online. Since its launching in 1995, NWREL's Web site has grown to 12,000 pages of information.

NWREL's Web site attracted 2,177,379 visitor sessions in 2001—6,161 people each day who spent an average of slightly more than 10 minutes on line. During these sessions, visitors accessed 7.4 million pages of information (about four pages per person), a 35 percent increase over the prior year.

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**Information Searches.** Information searches were conducted in response to 847 requests in 2001. Based on the topics most frequently asked about, NWREL produced and disseminated three new booklets in its By Request series:

- *Supporting Beginning Teachers: How Administrators, Teachers, and Policymakers Can Help New Teachers Succeed*
- *The Power of Public Relations in Schools*
- *Technology in Early Childhood Education*

Each booklet contains an explanation of the topic's relevance, a sampling of how Northwest schools are dealing with the issue, suggestions for adapting these ideas to schools, selected references, and contact information.

**Publications.** Orders were filled for 48,483 copies of NWREL products and publications in 2001—curriculum materials, teacher handbooks, planning guides, etc. In addition, information was provided through the distribution of 237,637 copies of publications, newsletters, and other free materials.

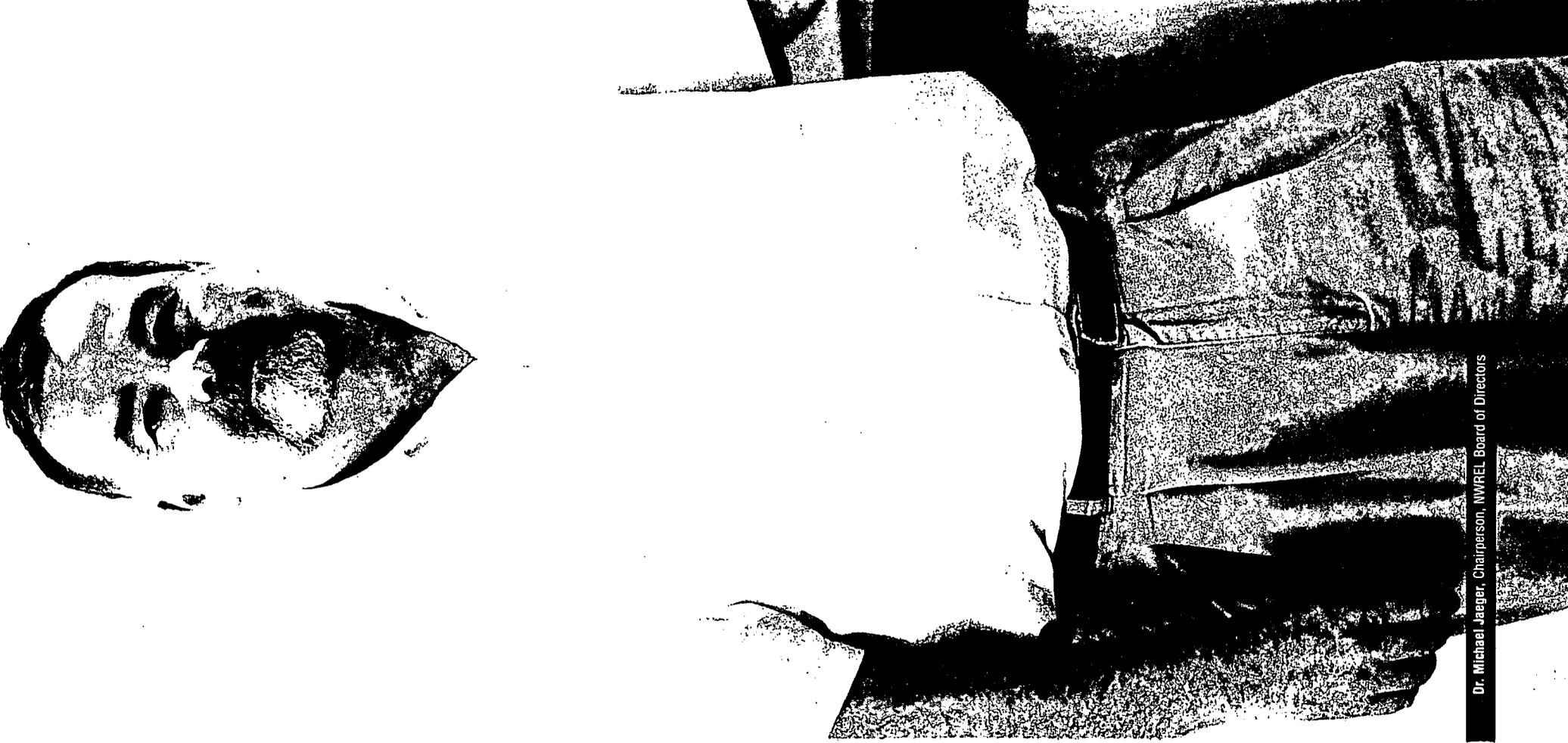
Four issues of NWREL's magazine, *Northwest Education*, were developed and disseminated to bring high-quality, objective information to a wide spectrum of education stakeholders, in both print and electronic formats. Topics of new issues produced in 2001 were:

- Charter Schools
- School Architecture: Designs for Learning
- The Standards Movement
- Preparing New Teachers

In addition to the *Northwest Report* newsletter providing information on NWREL activities, services, and products, individual newsletters were produced and disseminated on the topics of safe schools, tutoring, math and science education, equity, and early childhood education.

**Mass Media.** To bring practical and timely information on education to parents and the public, NWREL produced monthly columns—*Let's Talk*—as a public service, distributed to daily and weekly newspapers for publication across the Northwest states. Topics covered were:

- Motivating Kids
- Teen Rebellion
- Quality Child Care
- Getting Kids to Sleep
- Helping Children with Science and Math



Dr. Michael Jaeger, Chairperson, NWREL Board of Directors

## GOVERNANCE AND POLICY

**NWREL** is a private, nonprofit corporation governed by a 26-member Board of Directors representing constituent groups in the Northwest. The Board is composed of:

Chief State School Officers, or a representative, of the five Northwest states  
An elected representative of NWREL  
Member institutions from each Northwest state

Fifteen appointed representatives of classroom teachers, building principals, district superintendents, private schools, local school boards, teacher education institutions, community-based organizations, and business/labor  
Immediate past chairperson of the Board

**T**welve advisory committees review and provide input to help guide planning and implementation of NWREL work.

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## STAFF

Dr. Carol Thomas was selected by the Board of Directors to become NWREL's fourth Chief Executive Officer effective July 1, 2001, upon the retirement of Dr. Ethel Simon-McWilliams.

The 241 NWREL staff members include 130 long-term professional staff members, 33 with doctorates from 22 major universities.

**NWREL** staff members hold advanced degrees in diverse areas of education, as well as American folk culture, anthropology, biology, business administration, clinical psychology, communications, comparative literature, computer science, English, environmental management, human development, instructional systems technology, intercultural relations, international studies, journalism, land resources, law, library science, marketing, natural sciences, psychology, public administration, public affairs, public health, public history, rehabilitation and counseling, social and economic development, sociology, social work, and theatre arts.

They hold doctorate degrees from California School of Professional Psychology, Claremont Graduate University, Johns Hopkins University, Michigan State University, Montana State University, Ohio State University, Oregon State University, Portland State University, Stanford University, Texas A&M University, Virginia Polytechnic University, and the Universities of California, Georgia, Hawaii, Indiana, Iowa, Massachusetts, Michigan, Montana, Oregon, and Washington.



Dan Tabizon, Human Resources Manager

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M.A., English  
Portland State University  
**Denise Crabtree**  
Specialist  
Development and Communications  
B.A., Speech Communication  
Humboldt State University  
**Caroleen Craig**  
Unit Manager  
Development and Communications  
M.S., Communications  
Eastern Washington University  
**Ruth Cullham**  
Unit Manager  
Assessment Program  
M.A., English/Secondary Education  
University of Montana  
**Ann Davis**  
Associate  
Evaluation Program  
M.A., Program Evaluation  
University of Virginia

**Helen Davis**  
Information Services Specialist  
Executive Director's Office  
**Nirk deFord**  
Associate  
Technology in Education Center  
M.A., English  
University of Redlands  
**Dean DeSanctis**  
Associate  
Education, Career, and  
Community Program  
M.A., Intercultural Relations  
Lesley College  
**Dr. Theresa Denssen**  
Senior Associate  
Evaluation Program  
Ph.D., Sociology  
University of Michigan  
**Dr. Diane Dorfman**  
Associate  
Child and Family Program  
Ph.D., Cultural Anthropology  
Johns Hopkins University  
**Randi Douglas**  
Associate  
Education, Career, and  
Community Program  
M.F.A., Theatre Arts  
Stanford University  
**Michele Driscoll**  
Specialist  
Finance  
A.A., Accounting  
Portland Community College  
**Kevin Dwyer**  
Associate  
Assessment Program  
M.A., English  
Ohio University  
**Dawn Dzubay**  
Specialist  
School Improvement Program  
M.A., Education  
Antioch University  
**Debra Ellis**  
Specialist  
Child and Family Program  
B.A., Child and Family Studies  
Portland State University  
**Amy Fisher**  
Specialist  
Child and Family Program  
M.A., Social Work  
University of Wisconsin-Madison  
**Will Flores**  
Associate  
Assessment Program  
M.S., Education  
Southern Oregon University

**Michael Garringer**  
Specialist  
National Mentoring Center  
B.A., English  
University of Oregon  
**Elke Geiger**  
Associate  
Education, Career, and  
Community Program  
M.A., Education  
Claremont Graduate University  
**Carole Graney**  
General Ledger Accountant  
Finance  
B.S., Accounting  
DePaul University  
**Gary Graves**  
Senior Associate  
Technology in Education Center  
M.A., Education Administration  
University of Montana  
**Margaret Greene**  
Specialist  
National Resource Center  
for Safe Schools  
M.A., Social Work  
University of Texas-Arlington  
**Richard Greenough**  
Specialist  
Planning and Program Development  
M.A., Land Resources  
University of Wisconsin-Madison  
**Rochelle Grey**  
Executive Management Specialist  
Executive Director's Office  
M.A., Public Administration  
Portland State University  
**R. Newton Hamilton**  
Associate  
Comprehensive Center  
M.A., Rehabilitation and Counseling  
New York University  
**Dr. Makoto Hamita**  
Associate  
Evaluation Program  
Ph.D., Social Psychology  
Indiana University  
**Barbara Hansen**  
Associate  
Comprehensive Center  
M.A., Curriculum and Instruction  
Stanford University  
**Lesley Harrison**  
Associate  
Assessment Program  
M.A., Education Administration  
University of San Francisco  
**Michael Heavener**  
Specialist  
Development and Communications  
B.A., Journalism  
University of Central Florida

**Nancy Henry**  
Unit Manager  
Education, Career, and  
Community Program  
B.A., English/Education  
University of North Carolina  
**Amber Himes**  
Specialist  
Development and Communications  
B.A., Intercultural Studies  
Biola University  
**Debra Hornbrook-Mehr**  
Specialist  
Comprehensive Center  
M.A., Education  
Portland State University  
**Ned Howard**  
Specialist  
National Resource Center  
for Safe Schools  
M.A., Public History  
Loyola University  
**Kendra Hughes**  
Specialist  
Equity Center  
B.A., Human Services  
University of Oregon  
**Denise Jarrett Weeks**  
Specialist  
Development and Communications  
B.A., Journalism  
University of Alabama  
**Jennifer Jensen**  
Associate  
School Improvement Program  
M.A., Secondary Education  
University of South Carolina  
**Melinda Jepsen**  
Human Resources Associate  
Executive Office  
B.S., Business/Accounting  
Portland State University  
**Jeff Jones**  
Specialist  
Technology in Education Center  
B.A., Cinema and Photography  
Southern Illinois University  
**Lena Ko**  
Associate  
Child and Family Program  
M.S., Human Development  
Colorado State University  
**Vickie Kowalschuk**  
Payroll Specialist  
Executive Director's Office  
**Dr. Roy Kruger**  
Senior Associate  
Evaluation Program  
Ed.D., Educational Policy  
Portland State University

**Michelle Kramon**  
Associate  
Equity Center  
M.A., Elementary Education  
Northern Arizona University  
**Dr. James Kushman**  
Unit Manager  
School Improvement Program  
Ph.D., Organizational Psychology  
Claremont Graduate University  
**Dr. Alf Langland**  
Unit Manager  
Planning and Program Development  
Ph.D., Educational Administration  
University of Oregon  
**Dr. James Leffler**  
Unit Manager  
Planning and Program Development  
Ed.D., Educational Leadership  
Portland State University  
**Gregory Leach**  
Specialist  
Executive Director's Office  
Mathematics/Psychology  
Portland State University  
**Bradley Lenhardt**  
Associate  
Planning and Program Development  
M.A., Education  
Portland State University/  
University of Oregon  
**Melinda Leong**  
Senior Associate  
Mathematics and Science Education Center  
M.S., Elementary Education/  
Science Education  
Hunter College  
**Matt Lewis**  
Specialist  
Assessment Program  
M.A., Education  
Oregon State University  
**Dr. Joyce Ley**  
Unit Manager  
Planning and Program Development  
Ed.D., School Administration  
Montana State University  
**A. Frances Lindner**  
Associate  
Education, Career, and  
Community Program  
M.A., Educational Policy Studies  
University of Wisconsin-Madison  
**Nicole Martin**  
Specialist  
Education, Career, and  
Community Program  
M.A., Comparative Literature  
University of Washington

**Richard Meho**  
Specialist  
Education, Career, and  
Community Program  
B.A., English  
San Francisco State University  
**Dr. Bruce Miller**  
Senior Associate  
Evaluation Program  
Ph.D., Curriculum and Instruction  
University of Oregon  
**Dr. Delane Munson**  
Associate  
Assessment Program  
Ph.D., Biological Sciences  
Stanford University  
**Dr. Patricia Cooney Nida**  
Senior Associate  
Comprehensive Center  
Ph.D., Early Childhood Education  
University of Washington  
**Dr. Rebecca Novick**  
Unit Manager  
Child and Family Program  
Ph.D., Early Childhood/Special Education  
University of Oregon  
**Jill Oppenheim**  
Associate  
Development and Communications  
M.A., Social Administration and Policy  
University of Chicago  
**Dr. Gailmeth Polk**  
Associate  
Mathematics and Science Education Center  
Ph.D., Education  
Claremont Graduate University  
**Ira Pollock**  
Specialist  
National Resource Center  
for Safe Schools  
M.L.S., Library and Information Science  
Florida State University  
**Eugenia Cooper Potter**  
Specialist  
Development and Communications  
B.A., Government  
Manhattanville College  
**Jana Potter**  
Associate  
Planning and Program Development  
M.A., Educational Foundations  
Florida State University  
**Sharon Pottneyer**  
Associate  
Child and Family Program  
M.A., Adult Education  
Portland State University  
**Kathie Praliskan**  
Controller  
Finance  
M.B.A., Business Administration  
Willamette University

**Jennifer Rafalsback**  
Specialist  
Planning and Program Development  
M.A., Library Science  
Emporia State University  
**Bracklen Reed**  
Specialist  
Comprehensive Center  
B.A., English  
The Evergreen State College  
**Wilda Remick**  
Associate  
National Mentoring Center  
M.A., Psychology  
Southern Oregon University  
**Angela Roccograndi**  
Associate  
Evaluation Program  
M.A., Social Work  
Washington University  
**Brandon Rogers**  
Associate  
Education, Career, and  
Community Program  
M.Ed., Education  
University of South Carolina  
**Carise Roth-Vinson**  
Associate  
Education, Career, and  
Community Program  
M.A., International Studies  
University of Oregon  
**Christina Rummell**  
Associate  
National Mentoring Center  
M.A., Public Administration  
Portland State University  
**Dr. Benjamin Salt**  
Associate  
Evaluation Program  
Ph.D., Adult Education  
University of Georgia  
**Kathy Schaeffer**  
Specialist  
National Mentoring Center  
M.Ed., Education  
Portland State University  
**Karen Schmidt**  
Associate  
Planning and Program Development  
M.S., Education  
Portland State University  
**John Shaugnessy**  
Senior Associate  
School Improvement Program  
M.A., Educational Psychology  
Wichita State University  
**Lee Sherman**  
Associate  
Development and Communications  
M.S., Journalism  
University of Oregon

**Chari Smith**  
Associate  
Evaluation Program  
M.S., Marketing/Research  
Golden Gate University  
**Timothy Spath**  
Associate  
Child and Family Program  
M.A., Experimental Psychology  
San Diego State University  
**Jean Spahr**  
Specialist  
School Improvement Program  
M.A., American Folk Culture  
University of Minnesota  
**Jennifer Stepanek**  
Specialist  
Mathematics and Science Education Center  
B.A., English  
Smith College  
**Forrest Stevens**  
Specialist  
Evaluation Program  
B.A., Biology  
University of Chicago  
**Eugene Story**  
Information Services Manager  
Executive Director's Office  
M.A., Linguistics  
San Jose State University  
**Michelle Sugahiro**  
Specialist  
Education, Career and  
Community Program  
B.A., History/Asian Studies  
University of Oregon  
**Carlos Sundermann**  
Unit Manager  
Planning and Program Development  
M.A., Secondary Education  
Central Michigan University  
**Pamela Swann**  
Specialist  
Development and Communications  
B.A., Arts Management  
Michigan State University  
**Amy Sutton**  
Specialist  
Mathematics and Science Education Center  
B.A., English  
Portland State University  
**Daniel Tabizon**  
Human Resources Manager  
Executive Director's Office  
B.A., Sociology  
San Jose State University  
**Mark Taylor**  
Associate  
Equity Center  
M.Ed., Curriculum and Instruction in ESL  
University of Washington

**Dr. Megh Thapa**  
Senior Associate  
Evaluation Program  
Ph.D., Education  
Stanford University  
**Gretchen Van Hoet-Hill**  
Associate  
Assessment Program  
M.A., Elementary Education  
University of Colorado at Denver  
**Judy Van Scater**  
Associate  
Technology in Education Center  
M.A., Curriculum and Instruction  
University of Oregon  
**Dr. Moses Wambalaba**  
Specialist  
Equity Center  
Ed.D., Educational Leadership  
Portland State University  
**Dr. Changhua Wang**  
Senior Associate  
Education, Career, and  
Community Program  
Ph.D., Educational Leadership  
Portland State University  
**Kathleen Wazinski**  
Specialist  
Development and Communications  
B.A., English  
Gonzaga University  
**Sally West**  
Executive Management Assistant  
Associate Executive Director's Office  
**Kimberly Wier**  
Associate  
School Improvement Program  
M.A., Social & Economic Development  
Washington University-St. Louis  
**Dr. Annie Woo**  
Senior Associate  
Evaluation Program  
Ph.D., Educational Measurement and  
Quantitative Methods  
Michigan State University  
**Deanna Woods**  
Specialist  
School Improvement Program  
B.A., Language Arts  
Portland State University  
**Cindy Workman**  
Associate  
National Resource Center  
for Safe Schools  
M.S.W., Social Work  
University of Illinois at Urbana-Champaign  
**Janice Wright**  
Associate  
Assessment Program  
M.A., Education  
Western Oregon University





Rich Alford, Director, Finance

## FINANCE

**NWREL** operating revenues for 2001 totaled \$20 million. Of this total, 58.7 percent came from U.S. Department of Education contracts and grants—\$6.6 million from the Regional Educational Laboratory Program contract to serve the Northwest region, and \$5.1 million from grants to support the Comprehensive Center, Equity Center, Technology Center, Mathematics and Science Education Center, and Onward to Excellence Project. An additional 11.2 percent (\$2.2 million) came from U.S. Office of Juvenile Justice and Delinquency Prevention cooperative agreements to support the National Mentoring Center and National Resource Center for Safe Schools Corporation for National Service grants for education and literacy-related national service projects accounted for 6.1 percent of NWREL revenues (\$1.2 million). Sources of nonfederal contract revenues were state agencies (2.6 percent), institutions of higher education (2.0 percent), local and intermediate education agencies (6.3 percent), and other organizations, agencies, and businesses (4.4 percent). Workshop and conference registration fees and sale of products and publications generated an additional \$1.7 million.

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**OPERATING REVENUE BY SOURCES**

	\$	%
Corporation for National Service	\$ 1,214,662	6.1%
U.S. Department of Education		
Office of Educational Research and Improvement (OERI)	9,600,875	48.2
Office of Elementary and Secondary Education	2,107,273	10.5
U.S. Department of Justice		
Office of Juvenile Justice and Delinquency Prevention (OJJDP)	2,225,529	11.2
Other Federal Agencies	17,679	0.1
State Agencies	519,108	2.6
Local/Intermediate Education Agencies	1,254,396	6.3
Institutions of Higher Education	395,454	2.0
Other Organizations, Agencies, and Businesses	878,069	4.4
Workshops, Conferences, Products, and Publications	1,716,349	8.6
<b>Total</b>	<b>\$ 19,929,394</b>	<b>100.0%</b>

**OPERATING REVENUE BY PROGRAMS AND CENTERS**

	\$	%
Assessment Program	\$ 1,379,328	6.9%
Child and Family Program	235,991	1.2
Comprehensive Center	1,185,522	5.9
Development and Communications	914,778	4.6
Education, Career, and Community Program	2,073,634	10.4
Equity Center	1,064,549	5.3
Evaluation Program	716,542	3.6
Mathematics and Science Education Center	1,093,433	5.5
National Mentoring Center	1,141,705	5.7
National Resource Center for Safe Schools	1,126,693	5.7
Planning and Program Development	6,886,248	34.6
School Improvement Program	989,867	5.0
Technology in Education Center	1,053,967	5.3
Miscellaneous Revenue	67,137	0.3
<b>Total</b>	<b>\$ 19,929,394</b>	<b>100.0%</b>

## NEW CONTRACTS AND GRANTS

In 2001, 225 organizations awarded NWREL 226 new contracts and grants totaling \$19,353,234. They were received from agencies and organizations in 36 states, the District of Columbia, Greece, and Saudi Arabia. These included six federal agencies, 13 state agencies, 140 local and intermediate education agencies, 20 institutions of higher education, and 46 businesses and other organizations.

### FEDERAL AGENCIES

Corporation for National Service  
U.S. Department of Education  
Office of Educational Research and Improvement  
Office of Elementary and Secondary Education  
U.S. Department of Energy  
Bonneville Power Administration  
U.S. Department of Interior  
National Park Service  
U.S. Department of Justice  
Office of Juvenile Justice and Delinquency Prevention  
U.S. Department of Labor

### STATE AGENCIES

Alaska Department of Education and Early Development  
Idaho Department of Education  
Idaho State Board of Education  
Louisiana Department of Education  
Montana Office of Public Instruction  
Oregon Commission on Children and Families  
Oregon Department of Education  
South Carolina Department of Education  
South Dakota Department of Education and Cultural Affairs  
Texas Workforce Commission  
Washington Department of Community, Trade and Economic Development  
Washington Office of Superintendent of Public Instruction  
Wyoming Department of Education

### LOCAL AND INTERMEDIATE EDUCATION AGENCIES

Alabama  
Mobile County School District  
Monroe County School District  
Pickens County School District

### Alaska

Anchorage School District  
Bering Strait School District  
Chugach School District  
Fairbanks North Star Borough School District  
Kodiak Island Borough School District  
Northwest Arctic Borough School District

### Arizona

Deer Valley School District  
Kyrene School District  
Peoria Unified School District  
Roosevelt School District  
Washington Elementary School District

### Arkansas

Fort Smith School District  
Little Rock School District  
Lonoke School District

### California

Brentwood Union Elementary School District  
Rio Linda Union School District  
San Mateo-Foster City School District  
Santa Cruz County Office of Education  
West Covina Unified School District

### Colorado

Boulder School District  
Boulder Valley School District  
Denver School District  
Dolores School District  
Manzanola School District  
Poudre School District  
Roaring Fork School District  
South Central BOCES

### Connecticut

Trumbull Public School District

### Delaware

Capital School District

### Florida

Martin County School District  
Okaloosa County School District

### Georgia

Dougherty School District  
Hall County School District  
Lowndes County School District  
Taylor County School District

### Idaho

American Falls Joint School District  
Blaine County School District  
Boise School District  
Jerome Joint School District

Kellogg Joint School District  
Pocatello School District  
Poulatch School District  
Vallivue School District  
Whitepine Joint School District

### Illinois

Eldorado School District  
Indiana  
Lake Central School District  
Vigo County School District

### Iowa

Northern Trails Area Education Agency

### Kansas

Goodland School District  
Hutchinson Unified School District  
Kansas North Central Association, Wichita  
Shawnee Mission School District  
Southeast Kansas Education Service Center  
Topeka School District

### Minnesota

St. Paul School District  
Mississippi  
Aberdeen School District  
Poplarville School District

### Montana

Belfry School District  
Charlo School District  
Helena School District  
Laurel School District  
Phillipsburg School District  
Polson School District  
Poplar School District

### Nebraska

Educational Service Unit #9

### Nevada

Clark County School District

### New Mexico

Gallup-McKinley County Schools  
Mesa Vista Consolidated School District  
New York

Hadley-Luzerne Central School District  
Hunter Tannersville School District

### North Carolina

Charlotte Mecklenburg School District

### Ohio

Sidney City School District

### Oregon

Central Linn School District  
Coos Bay School District  
Dallas School District  
Eugene School District  
Falls City School District

Jefferson County School District  
Lincoln County School District  
McMinnville School District  
Multnomah Education Service District  
North Clackamas School District

Oregon Trail School District  
Parkrose School District  
Portland School District  
Region 9 Education Service District  
Salem-Keizer School District

### South Dakota

Aberdeen School District  
Mid-Central Educational Cooperative  
Lennox School District  
Pine Ridge School District

### Tennessee

Johnson City School District

### Texas

Fort Bend Independent School District  
Huntsville School District  
Katy Independent School District  
Lago Vista School District

**Virginia**

Henrico County School District  
 Nottoway County Public Schools  
 Prince Edward School District  
 Rockingham County School District

**Washington**

Aberdeen School District  
 Battle Ground School District  
 Bethel School District  
 Chehalis School District  
 Clover Park School District  
 Eastmont School District  
 Educational Service District 101,  
 Spokane  
 Educational Service District 112, Vancouver  
 Evergreen School District  
 Goldendale School District  
 Grandview School District  
 Holy Family School  
 Lake Washington School District  
 Lakeside School  
 Manson School District  
 Meridian School  
 Naselle-Grays River Valley School District  
 Northshore School District  
 Olympia School District  
 Orcas Island School District  
 Pasco School District  
 Peninsula School District  
 Puyallup School District  
 Seattle School District  
 Shelton School District  
 South Whidbey School District  
 Stanwood School District  
 Sunnyside School District  
 Toppenish School District

**Wisconsin**

Baraboo School District  
 Cooperative Educational Service Agency 5  
 Cooperative Educational Service Agency 7  
 Cooperative Educational Service Agency 65  
 Cooperative Educational Service Agency 9  
 Marshfield School District

**Wyoming**

Campbell County School District  
 Hot Springs School District  
 Sublette County School District

**INSTITUTIONS OF HIGHER EDUCATION****Alaska**

Ilisagvik College  
 University of Alaska Southeast

**Idaho**

Albertson College of Idaho  
 College of Southern Idaho  
 Northwest Nazarene College  
 University of Idaho

**Illinois**

University of Illinois

**Minnesota**

University of Minnesota

**Montana**

University of Montana  
**Oregon**  
 Marylhurst University  
 Pacific University  
 Portland State University  
 Southwest Oregon Community College

**Washington**

Bellevue Community College  
 Central Washington University  
 Eastern Washington University  
 Evergreen State College  
 Green River Community College  
 University of Washington

**Wisconsin**

University of Wisconsin

**OTHER ORGANIZATIONS, AGENCIES,  
AND BUSINESSES****Alaska**

Midnight Sun Family Learning Center  
 South East Regional Resource Center

**California**

Center & Associates

**Colorado**

Colorado Academy  
 Colorado Council International Reading  
 Association  
 Mid-continent Research for Education  
 and Learning  
 West Central Professional Development  
 Consortium

**District of Columbia**

National Alliance of Business

**Hawaii**

ALU LIKE, Inc.

**Idaho**

Albertson Foundation  
 Idaho State Library  
 Learning Lab  
 Mountain States Group, Boise

**Illinois**

North Central Regional Educational  
 Laboratory

**Kansas**

Kansas North Central Association

**Louisiana**

Louisiana Association of School Executives

**Massachusetts**

Education Development Center  
 Jobs for the Future

**Michigan**

Michigan Community Service Commission

**Montana**

Montana Association of Secondary  
 School Principals  
 Montana Small Schools Alliance  
 National Indian School Board Association

**Oregon**

Albina Head Start, Portland  
 Business Education Compact  
 Cascade Policy Institute, Portland  
 Intel Corporation  
 Mt. Hood Regional Education Consortium  
 Oregon Museum of Science and Industry  
 Portland Rotary Charitable Trust  
 Region X Head Start

**South Dakota**

Pine Ridge Indian Reservation

**Tennessee**

Greene, Peters, & Associates

**Utah**

Associated Western Universities

**Virginia**

Caliber Associates  
 DTI Associates, Inc.

**Washington**

Generation YES, Olympia  
 Puyallup Tribal Council  
 Muckleshoot Indian Tribe  
 Nisqually Tribe  
 Olympia Federal Even Start Program  
 Washington Association of School  
 Administrators  
 Washington Research Institute

**Wisconsin**

Big Foot Area Schools Association

**Foreign Countries**

Council of Overseas Schools, Greece  
 International Conference of Educators,  
 Saudi Arabia

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## CONTRACT AND GRANT ACTIVITIES

Activities conducted by NWREL in 2001 were carried out with resources from 294 contracts and grants. Each NWREL program and center carries out a coordinated set of activities to accomplish its mission, including applied research, development, technical assistance, training, and information dissemination.

## ASSESSMENT PROGRAM

### Assessment Services

Provided R&D and services to Northwest schools

- U.S. Department of Education (OERI)

### Writing Assessment

Conducted training in 6-trait model

- American Falls Joint School District (ID)
- Council of Overseas Schools, Greece
- Baraboo School District (WI)
- Big Foot Area Schools Association (WI)
- Boulder School District (CO)
- Brentwood Union Elementary School District (CA)
- Cooperative Educational Service Agency #9 (WI)
- Cooperative Educational Service Agency #5 (WI)
- Cooperative Educational Service Agency #7 (WI)

- Coos Bay School District (OR)
- Denver School District (CO)
- Department of Education and Cultural Affairs (SD)
- Falls City School District (OR)
- Fort Bend Independent School District (TX)
- Hadley-Luzerne Central School District (WY)
- Hall County School District (GA)
- Helena School District (MT)
- International Council of Educators, Saudi Arabia
- Hunter Tannersville School District (NY)
- Johnson City School District (TN)
- Katy Independent School District (TX)
- Lake Central School Corporation (IN)
- Lago Vista School District (TX)
- Lennox School District (SD)
- Laurel School District (MT)
- Meridian School, Seattle (WA)
- Mesa Vista Consolidated School District (NM)
- Mid-Central Educational Cooperative (SD)
- Mobile County School District (AL)
- Naselle-Grays River Valley School District (WA)
- Marshfield School District (WI)

- Northshore School District (WA)
- Okaloosa County School District (FL)
- Orcas Island School District (WA)
- Peoria Unified School District (AZ)
- Peninsula School District (WA)
- Poplar School District (MT)
- Polson School District (MT)
- Rio Linda Union School District (CA)
- San Mateo-Foster City School District (CA)
- Santa Cruz County Office of Education (CA)
- Shawnee Mission Unified School District (KS)
- South Central BOCES (CO)
- Sunnyside School District (WA)
- Taylor County Schools (GA)
- Topeka School District (KS)
- Toppenish School District (WA)
- Trumbull Public School District (CT)
- Vigo County School District (TN)
- Washington Elementary School District (AZ)

Provided technical assistance

- St. Paul School District (MN)

### Spanish Writing Assessment

Conducted training workshop

- Denver School District (CO)
- Pasco School District (WA)
- Poudre School District (CO)
- Roaring Fork School District (CO)

### Classroom Assessment

Developed products and training for teachers in language arts/communications skills

- U.S. Department of Education (OERI)

### Reading Assessment

Conducted training

- Aberdeen School District (SD)
- Campbell County School District (WY)
- Dolores School District (CO)
- Hutchinson Unified School District (KS)
- Kansas North Central Association, Wichita
- Northern Trails Area Education Agency (IA)
- Shawnee Mission School District (KS)
- Santa Cruz County Office of Education (CA)
- Washington Elementary School District (AZ)

Consulted with district specialists

- Washington School District (AZ)

### Seniors Tutoring Students in Reading

Designed, developed, and demonstrated program in Alaska, Oregon, and Washington

- U.S. Department of Education, Fund for Improvement of Education

### School Assessment System

Developed a comprehensive system for identifying, managing, and reporting information on educational indicators

- U.S. Department of Education (OERI)

### Preparing Tomorrow's Teachers To Use Technology

Evaluated the project

- Evergreen State College (WA)

### Reading Corps Program

Evaluated the statewide program

- Washington Office of Superintendent of Public Instruction

### Alaska Regional Assistance Center

Provided technical assistance to the comprehensive center serving Alaska

- South East Regional Resource Center (AK)

### Children's Scholarship Fund

Conducted longitudinal study

- Cascade Policy Institute, Portland (OR)

### Generation Why Project

Evaluated the project

- Olympia School District (WA)

### Performance Indicators

Implemented system to assess laboratory network

- U.S. Department of Education (OERI)

### Test Center

Provided resources and assistance

for assessing educational results

- U.S. Department of Education (OERI)

### K-12 Project

Evaluated the Pacific Star Schools

Partnership project

- Educational Service District 101, Spokane (WA)

### Creating Readers

Conducted training workshop

- Clark County School District (NV)
- Educational Service Unit #9 (NE)
- Hot Springs School District (WY)
- Kodiak Island Borough High School District (AK)

- Kyrene School District (AZ)

- Lake Washington School District (WA)

- Martin County School District (FL)

- North Clackamas School District (OR)

- Okaloosa County School District (FL)

- Southeast Kansas Education Service Center

### 21st Century Learning Center

Evaluated the Partnership for Youth Project

- Oregon Trail School District (OR)

Assessed impact

- Anchorage School District (AK)

### Technology Connection

Evaluated the project

- Iisagvik College (AK)

### Engineer III

Evaluated the project

- Oregon Museum of Science and Industry

### Drug Prevention Project

Evaluated the project

- Lincoln County School District (OR)

**Mathematics Assessment**

Documented development of the Washington State program

- Washington Office of Superintendent of Public Instruction

**Head Start Science Institute**

Evaluated the summer institute

- Marylhurst University (OR)

**Technology Innovation Project**

Evaluated the Cascade Consortium project

- Manson School District (WA)

**Children's Museum**

Conducted visitor/exhibit evaluation

- Portland Rotary Charitable Trust (OR)

**Traits of an Effective Reader**

Made conference presentations

- Kansas North Central Association, Wichita
- Lake Washington School District (WA)

Conducted training workshop

- Goodland School District (KS)

**Rural Technology Teachers Initiative**

Evaluated the project statewide

- Montana Small Schools Alliance

**MESA Powerful Parent Project**

Assessed project impact

- University of Washington

**Student Assessment**

Assisted development of end-of-course assessment

- Boise School District (ID)

**Reading Across Content Areas**

Conducted training workshop

- Eastmont School District (WA)
- Goldendale School District (WA)

**Reading and Writing Assessment**

Conducted Summer Academy

- Vallivue School District (ID)

Reviewed the district assessment rubrics

- Lake Washington School District (WA)

**The Traits of Effective Spanish Writing**

Conducted training workshop

- Boulder Valley School District (CO)

**Bilingual Project**

Evaluated the Reading Achievement in Math and Science project

- Portland School District (OR)

**Picture Books**

Provided conference presentation

- Colorado Council International Reading Association

**CHILD AND FAMILY PROGRAM****Family and Community Involvement Services**

Provided R&D and services to Northwest schools

- U.S. Department of Education (OERI)

**Literacy and Language Development Services**

Provided R&D and services to Northwest schools

- U.S. Department of Education (OERI)

**ECCEAP Program**

Continued longitudinal study of short- and long-term effects

- Washington Department of Community, Trade, and Economic Development

**Early Childhood Education and Services**

Developed processes and resources for effective classroom environment and comprehensive services

- U.S. Department of Education (OERI)

**Oregon Parent Center**

Disseminated information and training

- Albina Head Start, Portland (OR)

**Family and Community Partnerships**

Documented and disseminated promising practices to support academic achievement

- U.S. Department of Education (OERI)

**Planning and Improvement**

Assisted ACI and Northwest Nazarene in use of assessment data

- Albertson College of Idaho

Designed evaluation instruments for FIPSE project

- University of Idaho

**Crisis/Relief Nurseries**

Evaluated early childhood services

- Oregon Commission on Children and Families

**PT3 Project**

Evaluated the project

- Eastern Washington University

**Early Childhood Education**

Evaluated the Child Care Connections project

- Mountain States Group, Boise (ID)

**Community Technology Center**

Evaluated the center's performance

- Albina Head Start (OR)

**Early Learning Center**

Evaluated the center

- Puyallup Tribal Council (WA)

**Even Start**

Evaluated the program

- Olympia Federal Even Start Program (WA)

Evaluated services

- Olympia School District (WA)

**Read To Me Project**

Evaluated the Emerging Literacy Program

- Idaho State Library

**Head Start Program**

Strengthened the regional infrastructure

- Region X Head Start (OR)

**Literacy Development**

Conduct workshop

- Chehalis School District (WA)

**COMPREHENSIVE CENTER****Northwest Center**

Provided training and technical assistance

- U.S. Department of Education, Office of Elementary and Secondary Education

**School Improvement**

Provided technical assistance

- Pocatello School District (ID)

**Special Education**

Developed strategic plan for deaf/hard of hearing children

- Wyoming Department of Education

**Mathematics Education**

Conducted math audit to improve instruction

- Wyoming Department of Education

**Bilingual Education**

Provided technical assistance

- Sunnyside School District (WA)

**DEVELOPMENT AND COMMUNICATIONS**

**Information Dissemination and Outreach**  
Created awareness and disseminated information

- U.S. Department of Education (OERI)

**Laboratory Network Communication**

Prepared and disseminated information and annual report

- U.S. Department of Education (OERI)

**Electronic Information**

Maintained Web site

- U.S. Department of Education (OERI)

- 10 Regional Laboratories

**Management/Reporting**

Prepared and submitted reports and publications to OERI

- U.S. Department of Education (OERI)

**Eisenhower Professional Development Program**

Developed national newsletter

- U.S. Department of Education (OERI)

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**EDUCATION, CAREER, AND COMMUNITY PROGRAM**

**Education Success**

Provided training and technical assistance to education-related projects nationwide

- Corporation for National Service (DC)

**AmeriCorps VISTA Training Project**

Developed and conducted training for participants and supervisors nationwide

- Corporation for National Service (DC)

**New American High Schools**

Provided technical assistance for high school reform

- U.S. Department of Education (OERI)

**Mentoring Project**

Provided assistance to Texas mentoring organizations

- Texas Workforce Commission

**Community-Based Learning**

Developed resources and services for comprehensive approach to community-based learning

- U.S. Department of Education (OERI)

**Lewis and Clark RedCOVERY Project**

Provided evaluation and technical assistance

- Potlatch School District (ID)

Evaluated the Life-Long Learning project

- University of Idaho

**Northwest Center for Emerging**

**Technologies**

Evaluated the National Science Foundation grant

- Bellevue Community College (WA)

**Middle School Reform**

Provided assistance to participating Idaho schools

- J.A. & Kathryn Albertson Foundation (ID)

**Contextual Teaching and Learning**

Provided evaluation and technical assistance

- University of Washington

Conducted training in Montana

- DTI Associates, Inc., Arlington (VA)

**Network Northwest**

Assisted AmeriCorps projects in Idaho, Oregon, and Washington

- Corporation for National Service (DC)

**Idaho Technology Challenge**

Evaluated the project

- Potlatch School District (ID)

**Communities Pilot Program**

Evaluated the program

- National Alliance of Business (DC)

**Teaching and Learning Project**

Evaluated the project

- Portland State University (OR)

**Technology Challenge Project**

Evaluated the Community of Learners system

- Seattle School District (WA)

**Education Technology**

Evaluated the technology and teacher education project

- University of Idaho

**AmeriCorps**

Evaluated the statewide program

- Michigan Community Service Commission

**Re-Creating Idaho Schools**

Evaluated the Albertson Foundation project

- Northwest Nazarene College (ID)

**TeachNET Project**

Conducted seminar

- Business Education Compact (OR)

Provided technical assistance

- University of Wisconsin

**Alternative Education**

Evaluated community-based alternatives

- Portland School District (OR)

**Native Hawaiian Education**

Evaluated the vocational program

- ALU LIKE, Inc. (HI)

**School Reform**

Coordinated summer institute

- Pine Ridge High School (SD)

**Middle Schools**

Evaluated the program

- Seattle School District (WA)

**21st Century Learning Center**

Evaluated the program

- Seattle School District (WA)

- Region 9 Education Service District (OR)

**School-to-Work Transition**

Conducted conference session

- U.S. Department of Labor, Denver (CO)

Assisted Region X state offices

- U.S. Department of Labor, Seattle (WA)

**Tech Prep**

Assisted evaluation of national center

- University of Illinois

Evaluated San Mateo (CA) high school programs

- University of Illinois

**Humanities Education**

Developed career-related curricula

- U.S. Department of Labor, Employment, and Training Division, Sacramento (CA)

**Comprehensive Reform**

Designed and facilitated the process

- Pine Ridge High School (SD)

**Port Clatsop Education Program**

Developed On-Line Learning Community module

- National Park Service, Seattle (WA)

**Working Connections Project**

Evaluated the project

- Southwest Oregon Community College

**Energy Management**

Developed high school CAM course

- U.S. Department of Energy (BPA)

**Instructional Technology**

Evaluated the Washington workforce/education initiative

- Bellevue Community College (WA)

**Service Learning**

Integrated concepts into programmatic efforts

- University of Minnesota

**GED Success**

Evaluated the program

- Washington Research Institute

**Job Corps**

Assisted integrated curriculum at Springdale Center

- DTI Associates, Inc., Arlington (VA)

**Alternative Pathways**

Provided math teacher professional development

- Multnomah Education Service District (OR)

**Comprehensive School Reform**

Provided training and technical assistance

- Grandview School District (WA)

- Pine Ridge School District (SD)

**GIAR-UP Program**

Evaluated the program

- Northwest Arctic Borough School District (AK)

**Teacher Education Program**

Evaluated the program

- Albertson College of Idaho

**Vision Survey**

Analyzed and presented results for Clackamas High School

- Jobs for the Future (MA)

**Active Literacy**

Provided training on best practices

- Louisiana Department of Education

**All Aspects of the Industry**

Conducted training

- Evergreen School District (WA)

- Mt. Hood Regional Education Consortium (OR)

- Region 9 Education Service District (OR)

**Youth Leadership/Development**

Conducted workshops for students

- Portland School District (OR)

**Professional Development**

Provided training on contextual teaching, service learning, and project-based learning

- Eugene School District (OR)

**Washington EARLs**

Conducted Lewis and Clark workshop

- Educational Service District 112, Vancouver (WA)

## **EQUITY CENTER**

### **Desegregation Assistance Center**

Provided services to the Northwest and Pacific

- U.S. Department of Education, Office of Elementary and Secondary Education

### **Delinquency Prevention**

Provided technical assistance, information, and resources for serving female juveniles

- Greene, Peters, & Associates (TN)

### **Juvenile Justice Assistance Center**

Provided consultation to OJJDP center

- Caliber Associates (VA)

## **EVALUATION PROGRAM**

### **Evaluation**

Conducted evaluation of OERI contract activities

- U.S. Department of Education (OERI)

### **Washington Reads**

Evaluated the program

- Washington Office of Superintendent of Public Instruction

### **Corrections Learning Network**

Evaluated the Northwest Star Schools project

- Educational Service District 101, Spokane (WA)

### **Reading Excellence Act**

Conducted statewide evaluation

- Oregon Department of Education

### **Generation worry Project**

Evaluated the Washington State project

- Olympia School District (WA)

- Generation YES (WA)

### **Star Schools**

Evaluated the Pacific Star Schools Partnership

- Educational Service District 101, Spokane (WA)

Evaluated the Adult Literacy project

- Educational Service District 101, Spokane (WA)

### **LINKS Project**

Evaluated the project

- Washington Office of Superintendent of Public Instruction

### **Technical Education Consortium**

Evaluated the consortium

- College of Southern Idaho

### **Navajo Technology Consortium**

Evaluated the program

- Gallup-McKinley County Schools (NM)

### **Pre-TRACH Project**

Evaluated the project

- Montana Small Schools Alliance

### **McCoy Charter School**

Established student performance benchmarks

- Portland School District (OR)

Evaluated the school

- Portland School District (OR)

### **Substance Use Survey**

Conducted statewide student survey

- Idaho Department of Education

### **Montana Tales**

Evaluated the project

- University of Montana

### **Technology Literacy Project**

Evaluated the statewide project

- Olympia School District (WA)

### **Program Evaluation**

Evaluated federal programs

- Fairbanks North Star Borough School District (AK)

### **Class Scheduling**

Evaluated the four-period high school day

- South Whidbey School District (WA)

### **Technology and Standards Integration Project**

Evaluated the Internet-based project

- Alaska Department of Education and Early Development

### **Alternative Education Program**

Developed database applications

- Portland School District (OR)

### **Professional Development**

Evaluated the Kittitas Valley consortium

- Central Washington University

### **Scientist/Student/Teacher Program**

Evaluated the NSF program

- Associated Western Universities (UT)

### **Second Grade Assessment**

Evaluated the program

- Washington Office of Superintendent of Public Instruction

### **Goals 2000 Project**

Evaluated the project

- Jerome Joint School District (ID)

### **Head Start Science Institute**

Evaluated the summer institute

- Marylhurst University (OR)

### **Technology Standards Project**

Evaluated the Technology Innovation Challenge grant

- Alaska Department of Education and Early Development

### **Learning Lab**

Developed outcome management tools

- Learning Lab (ID)

### **School Survey**

Review and revise survey instruments

- Lakeside School (WA)

### **Evaluation Services**

Reviewed grant proposals

- Fairbanks North Star Borough School District (AK)

### **Advanced Regional Technical Education Coalition**

Evaluated the professional-technical education proposals

- College of Southern Idaho

## **EXECUTIVE OFFICE**

### **Governance and Management**

Participated with OERI and conducted advisory committees

- U.S. Department of Education (OERI)

### **Eisenhower Professional Development**

Coordinated national evaluation conference

- U.S. Department of Education (OERI)

### **Technology**

Provided infrastructure

- U.S. Department of Education (OERI)

### **Staff Development**

Provided professional development for staff and regional directors

- U.S. Department of Education (OERI)

### **Education Equity**

Provided consulting services

- Puyallup School District (WA)

### **LNP System**

Provided coordination of cross-laboratory activities

- U.S. Department of Education (OERI)

## **MATHEMATICS AND SCIENCE EDUCATION CENTER**

### **Northwest Math and Science Consortium**

Provided services to five Northwest states

- U.S. Department of Education (OERI)

### **Science and Mathematics Education**

Developed and disseminated resources to assist teachers in state and local improvement strategies

- U.S. Department of Education (OERI)

### **Mathematics Problem Solving**

Provided technical assistance

- Aberdeen School District (WA)

- Blaine County School District (ID)

- Chugach School District (AK)

- Colorado Academy, Denver (CO)

- Eldorado School District (IL)

- Holy Family School (WA)

- Kyrene School District (AZ)

- Laurel School District (MT)

- Pasco School District (WA)

- Shelton School District (WA)

- Stanwood School District (WA)

- West Central Professional Development Consortium (CO)

Appeared in professional development video

- Canter & Associates, Inc., Santa Monica (CA)

### **Science Inquiry**

Developed model and resources

- U.S. Department of Education (OERI)

### **Science and Mathematics Assessment**

Developed products and training for teachers in math/science assessment

- U.S. Department of Education (OERI)

### **Effective Teacher Preparation**

Supported material awards program

- Mid-continent Research for Education and Learning (CO)

### **Professional Development**

Made site visits for National Awards Program

- North Central Regional Educational Laboratory (IL)

### **Project Teach**

Evaluated the project

- Green River Community College (WA)

### **Teachers Investigate Ecology**

Assisted the Montana statewide project

- University of Montana-Missoula

### **Mathematics Program**

Conducted program audit

- Dallas School District (OR)
- Sunnyside School District (WA)

### **Science Curriculum**

Disseminated K-12 curriculum

- Education Development Center (MA)

### **Alternative Pathways to Teaching**

Evaluated the program

- Pacific University (OR)

### **Mathematics Curriculum**

Conducted training on alignment

- Battle Ground School District (WA)

### **NATIONAL MENTORING CENTER**

#### **National Mentoring Center**

Provided training, technical assistance, information, and materials to local student mentoring projects

- U.S. Department of Justice (DC)

### **NATIONAL RESOURCE CENTER FOR SAFE SCHOOLS**

#### **National School Safety Center**

Provided training and technical assistance to schools and communities

- U.S. Office of Juvenile Justice and Delinquency Prevention (DC)

### **PLANNING AND PROGRAM DEVELOPMENT**

#### **Services to Schools**

Coordinated service delivery strategies in Northwest states

- U.S. Department of Education (OERI)

#### **Re-Engineering Schools Services**

Provided R&D and services to Northwest schools

- U.S. Department of Education (OERI)

#### **Comprehensive School Reform**

Provided services to Northwest schools

- U.S. Department of Education (OERI)

Evaluated the program

- Anchorage School District (AK)
- Fairbanks North Star Borough School District (AK)

- Kellogg Joint School District (ID)

Evaluated the project in White Mountain School

- Bering Strait School District (AK)

#### **Charter Schools**

Disseminated leadership training program

- U.S. Department of Education, Office of Elementary and Secondary Education

Evaluated the program

- Oregon Department of Education
- Idaho Department of Education

Conducted training institute

- South Carolina Department of Education

#### **Rural Community School Renewal**

Developed process and tools for rural communities to carry out local school improvement

- U.S. Department of Education (OERI)

#### **Needs Identification**

Assisted schools to define and respond to local needs

- U.S. Department of Education (OERI)

#### **OERI Assistance**

Conducted projects of regional/national importance

- U.S. Department of Education (OERI)

### **Needs Assessment**

Assessed regional needs and conducted state forums

- U.S. Department of Education (OERI)

#### **Best Practices Network**

Identified and disseminated information on best practices

- U.S. Department of Education (OERI)

#### **Laboratory Network Program**

Participated in cross-laboratory collaboration activities

- U.S. Department of Education (OERI)

#### **Quality Assurance**

Ensured quality of products and services

- U.S. Department of Education (OERI)

#### **Rural Learn and Serve Network**

Provided technical assistance

- Educational Service District 112, Vancouver (WA)

#### **Electronic Resources**

Collected and disseminated information via the Web

- U.S. Department of Education (OERI)

#### **National Teacher Forum**

Coordinated regional participation

- U.S. Department of Education (OERI)

#### **Alternative Pathways to Teacher Certification**

Conducted study of current best practices

- Idaho State Board of Education

#### **Family Literacy**

Provided technical assistance to Idaho initiative

- Idaho Department of Education

#### **Early Childhood Education**

Evaluated the Community Learning Center

- Whitepine Joint School District (ID)

#### **Vocational Education**

Evaluated the program

- Muckleshoot Indian Tribe (WA)
- Nisqually Tribe (WA)

#### **Indian Education Program**

Evaluated the program

- Jefferson County School District (OR)

#### **Family Services**

Evaluated the center

- Midnight Sun Family Learning Center (AK)

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## **SCHOOL IMPROVEMENT PROGRAM**

### **Onward to Excellence (OTE)**

Provided implementation assistance under the Comprehensive School Reform Demonstration Program

- Aberdeen School District (MS)
- Belfry School District (MT)
- Bethel School District (WA)
- Central Linn School District (OR)
- Charlo School District (MT)
- Charlotte Mecklenburg School District (NC)
- Clover Park School District (WA)
- Deer Valley School District (AZ)
- Dougherty School District (GA)
- Fort Smith School District (AK)
- Henrico County School District (VA)
- Huntsville School District (TX)
- Little Rock School District (AR)
- Lonoke School District (AR)
- Lowndes County School District (GA)
- Manzanola School District (CO)
- Monroe County School District (AL)
- Nottoway County Public Schools (VA)
- Phillipsburg School District (MT)
- Pickens County School District (AL)
- Pine Ridge Indian Reservation (SD)
- Poplarville School District (MS)
- Prince Edward School District (VA)
- Rockingham County School District (VA)
- Roosevelt School District (AZ)
- Sidney City School District (OH)
- West Covina Unified School District (CA)

### **Comprehensive School Reform**

Built capability for OTE training and assistance

- U.S. Department of Education (OERI)

### **National Leadership in Re-Engineering Schools**

Provided leadership in collaborative work with individuals/organizations

- U.S. Department of Education (OERI)

### **Quality Teaching and Learning Services**

Provided R&D and services to Northwest schools

- U.S. Department of Education (OERI)

### **Re-Engineering Schools LNP**

Conducted collaborative work with other laboratories

- U.S. Department of Education (OERI)

### **Curriculum Inquiry Cycle**

Provided teacher development in reading and language arts

- Parkrose School District (OR)

### **School Reform**

Conducted workshop on using data

- National Indian School Board Association (MT)

### **Curriculum Mapping**

Assisted Benson High School project

- Portland School District (OR)

## **Effective Schooling Practices**

Made presentation

- Louisiana Association of School Executives
- Salem-Keizer School District (OR)
- Washington Association of School Administrators

### **MISTA Project**

Conducted professional development

- Montana Office of Public Instruction

### **Professional Development**

Conducted workshops on examining student work and classroom instruction

- Kodiak Island Borough School District (AK)

### **Listening to Student Voices**

Made presentation

- Montana Association of Secondary School Principals

## **TECHNOLOGY IN EDUCATION CENTER**

### **Northwest Technology Consortium**

Provided services to five Northwest states

- U.S. Department of Education (OERI)

### **Millennium Project**

Evaluated the technology project

- Educational Service District 112, Vancouver (WA)

### **Education Web Project**

Provided consultation on content development

- Intel Corporation (OR)

### **Traditions-Technology-Teamwork**

Conducted conference strand on instructional technology

- National Indian School Board Association (MT)

### **LNP Technology**

Conducted collaborative work with other laboratories

- U.S. Department of Education (OERI)

### **Technology Planning**

Developed district plan

- Sublette County School District (WY)

### **ARFIC Project**

Conducted Project-Based Learning workshop for teachers

- University of Alaska-Southeast

**THE BOARD OF DIRECTORS  
NORTHWEST REGIONAL EDUCATIONAL LABORATORY:**

We have audited the accompanying statement of financial position of the Northwest Regional Educational Laboratory as of August 31, 2001, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the Northwest Regional Educational Laboratory's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from the organization's August 31, 2000, financial statements and, in our report dated November 16, 2000, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Northwest Regional Educational Laboratory as of August 31, 2001, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States.

In accordance with *Government Auditing Standards*, we have also issued a report dated November 15, 2001, on our consideration of the Northwest Regional Educational Laboratory's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grants. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audit.

*Sturman, Stewart & Schmitt, P.C.*

November 15, 2001, except for Note 12 as to which the date is November 28, 2001

August 31, 2001 (With Comparative Amounts for 2000)	2001	2000
<b>Assets</b>		
<b>Current assets:</b>		
Cash and cash equivalents	\$ 1,451,632	\$ 1,761,016
Contracts receivable	1,242,591	785,698
Unbilled expenditures on contracts	524,875	948,259
Other receivables	270,547	148,786
Inventories	270,567	298,120
Prepaid expenses	140,454	130,498
Cumulative underabsorbed indirect costs (Note 9)	680,213	237,793
<b>Total current assets</b>	<b>4,580,879</b>	<b>4,310,170</b>
Investments (Note 3)	5,384,344	6,587,052
Property and equipment (Note 4)	619,770	65,082
<b>Total assets</b>	<b>\$ 10,584,933</b>	<b>\$ 10,962,304</b>
<b>Liabilities and Net Assets</b>		
<b>Current liabilities:</b>		
Advance funding on contracts	\$ 1,577,202	\$ 1,614,484
Accounts payable and accrued liabilities	828,780	607,998
Accrued payroll liabilities	515,528	521,041
<b>Total current liabilities</b>	<b>2,921,510</b>	<b>2,743,523</b>
Postretirement benefit obligation (Note 10)	228,713	228,713
<b>Total liabilities</b>	<b>3,150,223</b>	<b>2,972,236</b>
<b>Net assets:</b>		
Unrestricted:		
Available for general operations	1,430,656	1,337,934
Designated by Board of Directors (Note 5)	5,384,344	6,587,052
Net investment in property and equipment	619,770	65,082
<b>Total unrestricted net assets</b>	<b>7,434,770</b>	<b>7,990,068</b>
Commitments and contingencies (Notes 6, 7, and 10)		
<b>Total liabilities and net assets</b>	<b>\$ 10,584,933</b>	<b>\$ 10,962,304</b>

Year Ended August 31, 2001 <i>(With Comparative Totals for 2000)</i>	2001	2000
<b>Support and revenue</b>		
Federal grants and contracts	\$ 15,166,018	\$ 15,965,624
Other grants and contracts	3,445,767	3,974,861
Sales of materials	654,495	648,592
Conferences	555,925	741,948
Net investment income	204,084	224,597
Net appreciation (depreciation) in the fair value of investments	(836,729)	513,044
Other revenue	107,189	146,789
<b>Total support and revenue</b>	<b>19,296,749</b>	<b>22,215,455</b>
<b>Expenses (Note 8):</b>		
Program services	16,527,069	17,622,636
General and administrative	3,767,398	3,640,821
<b>Total expenses</b>	<b>20,294,467</b>	<b>21,263,457</b>
<b>Excess (deficit) of support and revenue over expenses before underabsorbed indirect costs</b>	<b>(997,718)</b>	<b>951,998</b>
Underabsorbed indirect costs <i>(Note 9)</i>	442,420	79,173
<b>Increase (decrease) in net assets</b>	<b>(555,298)</b>	<b>1,031,171</b>
Net assets at beginning of year	7,990,068	6,958,897
<b>Net assets at end of year</b>	<b>\$ 7,434,770</b>	<b>\$ 7,990,068</b>

Year Ended August 31, 2001 <i>(With Comparative Totals for 2000)</i>	2001	2000
<b>Cash flows from operating activities:</b>		
Cash received from contractors and grantors	\$ 18,540,994	\$ 19,361,065
Cash received from conference participants and service recipients	1,088,659	1,431,550
Interest and dividends received	204,084	224,597
Cash paid to employees and suppliers	(19,762,223)	(20,400,803)
<b>Net cash provided by operating activities</b>	<b>71,514</b>	<b>616,409</b>
<b>Cash flows from investing activities:</b>		
Net (purchases) sales of investments	365,979	(366,527)
Purchase of equipment and leasehold improvements	(746,877)	(54,922)
<b>Net cash used by investing activities</b>	<b>(380,898)</b>	<b>(421,449)</b>
<b>Increase (decrease) in cash and cash equivalents</b>	<b>(309,384)</b>	<b>194,960</b>
Cash and cash equivalents at beginning of year	1,761,016	1,566,056
<b>Cash and cash equivalents at end of year</b>	<b>\$ 1,451,632</b>	<b>\$ 1,761,016</b>

**1. Organization**

The mission of the Northwest Regional Educational Laboratory is to improve educational results for children, youth, and adults by providing research and development assistance in delivering equitable, high-quality educational programs. The organization provides research and development assistance to education, government, community agencies, business, and labor.

The Northwest Regional Educational Laboratory is a private nonprofit corporation which began operation in 1966 as an outgrowth of the Federal Elementary and Secondary Educational Act. Headquartered in Portland, Oregon, the organization provides services to the national educational community with major focus on the Northwest region, which consists of Oregon, Washington, Idaho, Montana, and Alaska.

**2. Summary of Significant Accounting Policies**

The significant accounting policies followed by the Northwest Regional Educational Laboratory are described below to enhance the usefulness of the financial statements to the reader.

**Basis of Accounting**—The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States.

**Use of Estimates**—The preparation of financial statements in conformity with accounting principles generally accepted in the United States requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

**Cash Equivalents**—For purposes of the financial statements, the organization considers all liquid investments having initial maturities of three months or less to be cash.

**Investments**—Investments are carried at market value. Net appreciation or depreciation in the fair value of investments, which consists of the realized gains or losses and the unrealized appreciation or depreciation of those investments, is shown in the statement of activities. Investment income is accrued as earned and is reported net of investment advisory fees. Management advisory fees totaled \$52,244 and \$49,922 for the years ended August 31, 2001 and 2000, respectively.

**Inventories**—Inventories, which consist primarily of published materials, are carried at cost, which approximates the lower of cost or market value. Cost is determined on the first-in, first-out basis.

**Property and Equipment**—Equipment, leasehold improvements and software are carried at cost. Depreciation and amortization are provided using straight-line and accelerated methods over the estimated useful lives of the assets, which range from 3 to 5 years.

**Revenue Recognition**—Substantially all of the organization's revenue is derived from cost reimbursable grants and contracts. Funds received are deemed to be earned and are reported as revenue when the organization has incurred expenditures in compliance with the specific contract or grant restrictions. Revenue on fixed-price contracts is recognized at the time of contract billing, which approximates the percentage-of-completion method of accounting. Amounts received but not yet earned are reported as advance funding on contracts.

**Advertising Expenses**—Advertising costs are charged to expense as they are incurred.

**Income Taxes**—The organization is exempt from Federal and state income taxes under Section 501(c)(3) of the Internal Revenue Code and comparable state law.

**Financial Instruments with Concentrations of Credit Risk**—Financial instruments that potentially subject the organization to concentrations of credit risk consist principally of cash equivalents and Federal government receivables. Credit risk for cash is limited in that the organization places its cash and cash equivalents with creditworthy, high quality financial institutions. Accounts at each institution are also insured by the Federal Deposit Insurance Corporation up to \$100,000.

Accounts with balances greater than \$100,000 are invested in Federal government securities funds. By policy, cash and cash equivalents are kept within limits designed to prevent risks caused by concentration.

With respect to Federal government receivables, the organization receives a substantial amount of its support from the Federal government. Although not considered by the organization's management to represent a significant credit risk, a reduction in the level of this support would nevertheless affect the conduct of the organization's programs and activities.

**Reclassifications**—Certain information in the 2000 financial statements has been reclassified for comparative purposes to conform with the 2001 presentation.

**Other Significant Accounting Policies**—Other significant accounting policies are set forth in the financial statements and the following notes.

**Summarized Financial Information for 2000**—The accompanying financial information as of and for the year ended August 31, 2000, is presented for comparative purposes only and is not intended to represent a complete financial statement presentation in conformity with accounting principles generally accepted in the United States. Accordingly, such information should be read in conjunction with the organization's financial statements for the year ended August 31, 2000, from which the summarized information was derived.

**3. Investments**

Investments held by the organization at August 31, 2001 and 2000, consist of the following:

	2001	2000
Equity securities	\$ 2,942,306	\$ 4,106,287
U.S. government bonds	1,006,784	904,302
Corporate bonds	1,306,602	1,456,629
Money market deposits	128,652	119,834
	<u>\$ 5,384,344</u>	<u>\$ 6,587,052</u>

**4. Property and Equipment**

A summary of property and equipment at August 31, 2001 and 2000, is as follows:

	2001	2000
Leasehold improvements	\$ 301,583	\$ 90,378
Equipment, furniture, and fixtures	897,480	421,304
Software	173,044	173,044
	<u>1,372,107</u>	<u>684,726</u>
Less accumulated depreciation and amortization	752,337	619,644
	<u>\$ 619,770</u>	<u>\$ 65,082</u>

**5. Limitations on Net Asset Balances**

The organization's Board of Directors has designated net assets for specific purposes. Prior to the year ended August 31, 2001, net assets were designated for future occupancy needs (building fund). During the year ended August 31, 2001, the Board changed the designation to establish an operating reserve. The targeted amount for this reserve is 40 percent of fiscal 2000 expenses, approximately \$8,500,000.

A breakdown of the designated amounts at August 31 is as follows:

	2001	2000
Designated fund contributions	\$ 2,293,692	\$ 2,821,948
Accumulated investment gains	3,090,652	3,765,104
Total designated by Board of Directors	<u>\$ 5,384,344</u>	<u>\$ 6,587,052</u>

**6. Commitments**

The organization leases office space under operating leases which require payments through March, 2011. The leases contain escalation clauses to cover increases in certain operating expenses. At August 31, 2001, the organization's aggregate annual lease commitments, excluding any operating expense escalation that may be calculated in the future, are payable as follows:

Years Ending August 31,	Amount
2002	\$ 1,036,430
2003	1,037,012
2004	1,009,175
2005	995,780
2006	1,044,050
Thereafter	5,344,400
	<u>\$ 10,466,847</u>

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Rent expense for the years ended August 31, 2001 and 2000, totaled \$937,840 and \$726,123, respectively.

**7. Contingencies**

Amounts received or receivable under governmental contracts held by the organization are subject to audit and adjustment by the granting or contracting agency. Any expenditures or claims disallowed as a result of such audits would become a liability of the organization's general operating funds. In the opinion of the organization's management, any adjustments that might result from such audits would not be material to the organization's overall financial statements.

**8. Expenses**

The costs of providing the various programs and activities of the organization for the year ended August 31, 2001, have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited, as follows:

	Program Services	General and Administrative	Total
Personnel compensation	\$ 6,352,552	\$ 1,793,666	\$ 8,146,218
Personnel benefits	1,983,213	502,724	2,485,937
Travel and transportation	1,635,577	157,631	1,793,208
Postage and shipping	228,027	15,270	243,297
Occupancy	1,400,163	345,321	1,745,485
Printing and reproduction	976,021	146,154	1,122,175
Other services	2,675,346	625,422	3,300,768
Supplies and materials	439,621	181,209	620,830
Subcontracts and non-IDC	836,549	—	836,549
Total expenses	<u>\$ 16,527,069</u>	<u>\$ 3,767,398</u>	<u>\$ 20,294,467</u>

**9. Indirect Cost Recovery**

Indirect expenses incurred by the organization are applied against the organization's grants and contracts based on a percentage of direct expenses incurred and in accordance with specific fixed rates agreed upon in advance with the U.S. Department of Education. To the extent that actual indirect costs incurred by the organization are ultimately determined to exceed indirect expenses applied, "underabsorbed indirect costs" result. Conversely, when indirect expenses applied by the organization using the applicable fixed rates exceed actual indirect costs incurred, "overabsorbed indirect costs" result. Any overabsorbed (underabsorbed) indirect costs applied by the organization will be recovered by the funding agencies (or returned to the organization) in subsequent years through adjustments made to future indirect cost rates. At August 31, 2001 and 2000, the net cumulative underabsorbed indirect costs recorded by the organization totaled \$680,213 and \$237,793, respectively.

**10. Retirement and Postretirement Benefits**

The organization provides a defined contribution retirement plan for employees meeting certain eligibility requirements. During the years ended August 31, 2001 and 2000, the organization's contribution totaled \$1,055,577 and \$1,046,832, respectively, which represented 13 percent of the participants' salaries. Participants in the plan are required to contribute 2 percent of their annual salaries to the plan.

In addition, the organization provides a postretirement medical benefit to employees who retire from active service after reaching the age of 55 with at least 15 consecutive years of service. The plan requires the organization to match health care premium payments up to a monthly maximum of \$100 until the recipient reaches the age of 65. During the year ended August 31, 2000, the organization began providing a postretirement life insurance program for employees who retire from active service while at least age 55 with 15 consecutive years of service. Each eligible retiree receives \$25,000 life insurance. Statement of Financial Accounting Standards No. 106, *Employers' Accounting for Postretirement Benefits Other Than Pensions*, requires the accrual of the expected cost of providing postretirement benefits during the years that the employee renders the necessary service. During the year ended August 31, 2000, the organization received an actuarial valuation to value the postretirement benefit obligation as of August 31, 2000. An actuarial valuation was not obtained as of August 31, 2001. Management does not believe the estimated liability has changed significantly from August 31, 2000; therefore, no adjustment has been recorded.

The schedule below details the estimated liabilities associated with the postretirement benefit obligation as of August 31, 2001 and 2000. The liability is discounted from estimated future costs using a 7.5 percent discount rate.

	Medical Insurance	Life Insurance	Total	
			2001	2000
Current retirees	\$ 12,537	\$ 15,954	\$ 28,491	\$ 28,491
Fully eligible participants	19,465	59,362	78,827	78,827
Other participants	13,334	108,061	121,395	121,395
	<u>\$ 45,336</u>	<u>\$ 183,377</u>	<u>\$ 228,713</u>	<u>\$ 228,713</u>

**11. Statement of Cash Flows Reconciliation**

The following presents a reconciliation of the increase in net assets (as reported on the statement of activities) to net cash provided by operating activities (as reported on the statement of cash flows) for the year ended August 31, 2001:

Decrease in net assets \$ (555,298)

**Adjustments to reconcile decrease in net assets to net cash provided by operating activities:**

Net depreciation in the fair value of investments 836,729  
 Depreciation and amortization 192,189  
 Underabsorbed indirect costs (442,420)

**Net change in:**

Contracts receivable (456,893)  
 Unbilled expenditures on contracts 423,384  
 Other receivables (121,761)  
 Inventories 27,553  
 Prepaid expenses (9,956)  
 Advance funding on contracts (37,282)  
 Accounts payable and accrued liabilities 220,782  
 Accrued payroll liabilities (5,513)

Total adjustments 626,812

Net cash provided by operating activities \$ 71,514

**12. Subsequent Event**

Subsequent to August 31, 2001, and pursuant to FAR 22.010.3, the organization notified the Department of Education of a labor dispute that resulted in a strike that began November 9, 2001, and ended November 28, 2001. Management estimates that there will be no delay in meeting contractual obligations as a result of this strike.

# MEMBER INSTITUTIONS

Eight hundred fifty-three Northwest agencies and organizations are NWREL member institutions. They are the primary clients for NWREL services and collaborate in carrying out educational research and development work.

In 2001, nine organizations became new NWREL member institutions:

Bering Strait School District, Alaska  
 Child Care Partnerships, Helena, Montana  
 Clinton Elementary School District, Montana  
 Cook Inlet Tribal Council, Alaska  
 Plains School District, Montana  
 South East Regional Resource Center, Alaska  
 South Puget Intertribal Planning Agency, Washington  
 St. Ignatius School District, Montana  
 Sunnyside School District, Washington

	Alaska	Idaho	Montana	Oregon	Washington	Total
State Education Agencies	1	1	1	1	1	5
School Districts	43	90	115	107	171	526
Private Schools	5	4	4	-	9	29
Intermediate/County Agencies			8	16	9	33
Colleges/Universities	2	7	9	26	33	77
Professional Associations	8	7	5	53	53	126
Other Agencies and Organizations	5	4	3	28	17	57
<b>Totals</b>	<b>64</b>	<b>113</b>	<b>145</b>	<b>238</b>	<b>293</b>	<b>853</b>

## MEMBER INSTITUTIONS

### ALASKA

Alaska Department of Education  
**School Districts**  
Alaska Gateway School District  
Aleutians East Borough School District  
Anchorage School District  
Annette Island School District  
Bering Strait School District  
Bristol Bay Borough School District  
Chatham School District  
Chugach School District  
Copper River School District  
Cordova City School District  
Craig City School District  
Delta/Greely School District  
Denali Borough School District  
Dillingham City School District  
Fairbanks North Star Borough School District  
Haines Borough School District  
Hoonah City School District  
Iditarod Area School District  
Juneau Borough School District  
Kake City School District  
Kenai Peninsula Borough School District  
Ketchikan Gateway Borough School District  
Kodiak Island Borough School District  
Lower Kuskokwim School District  
Lower Yukon School District  
Matanuska-Susitna Borough School District  
Nenana City School District  
Nome City School District  
North Slope Borough School District  
Nunamiut School  
Petersburg City School District  
Pribilof School District  
Sitka Borough School District  
Skagway City School District  
Southwest Region School District  
St. Mary's School District  
Unalaska City School District  
Valdez City School District  
Wrangell City School District  
Yakutat City School District  
Yukon Flats School District  
Yukon/Koyukuk School District  
Yupit School District  
**Private Schools**  
Diocese of Fairbanks  
Holy Name School, Ketchikan  
Immaculate Conception School, Fairbanks  
Monroe High School, Fairbanks  
Tom Thumb Montessori School, Anchorage  
**Professional Associations**  
Alaska PTA  
Anchorage Education Association  
Association of Alaska School Boards  
Ketchikan Education Association  
Ketchikan High School PTA  
Matanuska-Susitna Education Association  
NEA-Alaska, Anchorage Office  
NEA-Alaska, Fairbanks Office

### Higher Education

University of Alaska, Fairbanks  
University of Alaska Southeast

### Others

Adult Learning Programs, Fairbanks  
Bureau of Indian Affairs, Juneau  
Cook Inlet Tribal Council  
Fairbanks Native Association  
South East Regional Resource Center, Juneau

### IDAHO

Idaho Department of Education  
**School Districts**  
Aberdeen School District  
Avery School District  
Basin School District  
Bear Lake County School District  
Blackfoot School District  
Blaine County School District  
Boise City Independent School District  
Bonneville Joint School District  
Boundary County School District  
Bruneau-Grand View Joint School District  
Buhl Joint School District  
Butte County Joint School District  
Caldwell School District  
Camas County School District  
Cambridge Joint School District  
Cascade School District  
Cassia County Joint School District  
Challis Joint School District  
Coeur d'Alene School District  
Cottonwood Joint School District  
Council School District  
Culdesac Joint School District  
Dietrich School District  
Filer School District  
Firth School District  
Fruitland School District  
Garden Valley School District  
Genesee Joint School District  
Gooding Joint School District  
Grace Joint School District  
Grangeville Joint School District  
Hagerman Joint School District  
Hansen School District  
Highland Joint School District  
Homedale Joint School District  
Idaho Falls School District  
Jefferson County Joint School District  
Jerome Joint School District  
Kamiah Joint School District  
Kellogg Joint School District  
Kimberly School District  
Kootenai Joint School District  
Kuna Joint School District  
Lakeland School District  
Lake Pend Oreille School District  
Lapwai School District  
Lewiston Independent School District  
McCall-Donnelly Joint School District  
Mackay Joint School District  
Marsing Joint School District

Meadows Valley School District  
Melba Joint School District  
Meridian Joint School District  
Midvale School District  
Minidoka County Joint School District  
Moscow School District  
Mountain Home School District  
Mullan School District  
Murtaugh Joint School District  
Nampa School District  
New Plymouth School District  
Nez Perce Joint School District  
North Gem School District  
Oneida County School District  
Parma School District  
Plummer-Worley Joint School District  
Pocatello Community Charter School  
Pocatello School District  
Post Falls School District  
Potlatch School District  
Preston Joint School District  
Ririe Joint School District  
Rockland School District  
Shelley Joint School District  
Shoshone Joint School District  
Snake River School District  
Soda Springs Joint School District  
South Lemhi School District  
St. Maries Joint School District  
Teton County School District  
Twin Falls School District  
Valley School District  
Vallivue School District  
Wallace School District  
Weiser School District  
Wendell School District  
West Jefferson School District  
West Side Joint School District  
Whitepine Joint School District  
Wilder School District  
**Private Schools**  
Clover Trinity Lutheran School, Buhl  
Foothills School of Arts and Sciences, Boise  
Grace Lutheran School, Pocatello  
Immanuel Lutheran School, Twin Falls  
**Professional Associations**  
Boise Education Association  
Canyon-Owyhee School Service Agency  
Idaho Association of School Administrators  
Idaho Education Association  
Idaho School Boards Association  
Jefferson County Teachers Association  
Shoshone Teachers Association  
**Higher Education**  
Albertson College of Idaho  
Boise State University  
College of Southern Idaho  
Idaho State University  
Lewis-Clark State College  
Northwest Nazarene University  
University of Idaho

**Others**

J.A. and Kathryn Albertson Foundation  
Idaho Department of Health and Welfare  
Idaho Division of Professional-Technical  
Education  
Nez Perce Tribal Executive Committee

**MONTANA**

Office of Public Instruction

**School Districts**

Alberton School District  
Anaconda School District  
Arrowhead Elementary School District  
Ashland Elementary School District  
Avon Elementary School District  
Bainville School District  
Baker School District  
Belfry School District  
Big Sandy School District  
Bigfork School District  
Billings School District  
Bonner Elementary School District  
Boulder Elementary School District  
Box Elder School District  
Bozeman School District  
Broadus School District  
Broadview School District  
Browning School District  
Butte School District  
Cascade County School District  
Cascade School District  
Chester School District  
Chouteau County School District  
Chouteau 7-8/High Schools  
Clinton Elementary School District  
Colstrip School District  
Columbia Falls School District  
Conrad School District  
Creston School District  
Cut Bank School District  
Dawson County School District  
Denton School District  
Dillon Elementary School District  
East Glacier Park Elementary  
School District  
Edgar Elementary School District  
Ekalaka Elementary School District  
Evergreen Elementary School District  
Fairfield School District  
Fergus County School District  
Fort Benton School District  
Froid School District  
Geraldine School District  
Glasgow School District  
Glendive School District  
Grass Range School District  
Great Falls School District  
Greenfield Elementary School District  
Hamilton School District  
Hardin School District  
Harlem School District  
Harlowton School District  
Havre School District

Helena School District  
Helmville Elementary School District  
Highwood School District  
Huntley Project School District  
Joliet School District  
Joplin-Inverness School District  
Kalispell School District  
Lambert School District  
Lame Deer School District  
Laurel School District  
Lewistown School District  
Libby School District  
Lincoln School District  
Livingston School District  
Lockwood Elementary School District  
Lolo Elementary School District  
Malta School District  
Manhattan School District  
Marion Elementary School District  
Medicine Lake School District  
Melstone School District  
Miles City School District  
Missoula County School District  
Missoula County District  
Montana City Elementary School District  
Montana School for Deaf and Blind  
Moore School District  
Mountain View Elementary School District  
Nashua School District  
Noxon School District  
Opheim School District  
Ovando Elementary School District  
Park City School District  
Pendroy Elementary School District  
Philipsburg School District  
Plains School District  
Polson School District  
Poplar School District  
Powell County High School District  
Power School District  
Red Lodge School District  
Richland County School District  
Ronan School District  
Roosevelt County School District  
Roundup Elementary School District  
Roundup High School District  
Scobey School District  
Shelby School District  
Sidney School District  
Smith Valley Elementary School District  
Somers Elementary School District  
St. Ignatius School District  
Stanford School District  
Sun River Valley School District  
Sunburst School District  
Superior School District  
Swan River School District  
Target Range Elementary School District  
Three Forks School District  
Troy School District  
Vaughn Elementary School District  
Victor School District  
West Glacier Elementary School District

Westby School District  
White Sulpher Springs School District  
Whitefish School District  
Whitehall School District  
Whitlash Elementary School District  
Wibaux School District  
Wolf Point School District  
Yellowstone County School District

**Private Schools**

Billings Catholic Schools  
Butte Central High School  
Diocese of Great Falls/Billings  
Loyola-Sacred Heart High School,  
Missoula

**Professional Associations**

Beaverhead County Unit, MEA  
Montana Certification Standards  
and Practices Advisory Council  
Montana Congress of Parents and Teachers  
Montana Education Association  
Montana School Boards Association

**Higher Education**

Carroll College  
Dawson Community College  
Miles Community College  
Montana Tech of the University  
of Montana-Butte  
Montana State University-Billings  
Montana State University-Bozeman  
Montana State University-Northern  
University of Montana-Missoula  
Western Montana College

**Others**

Bureau of Indian Affairs, Billings  
Area Office  
Child Care Partnerships, Helena  
Montana State Library

**OREGON**

Oregon Department of Education

**School Districts**

Alsea School District  
Amity School District  
Annex School District  
Arlington School District  
Astoria School District  
Athena-Weston School District  
Bandon School District  
Banks School District  
Beaverton School District  
Bend-LaPine Administrative  
School District  
Bethel School District  
Brookings-Harbor School District  
Burnt River School District  
Canby School District  
Centennial School District  
Central Point School District  
Central School District  
Chenoweth School District  
Condon School District  
Coos Bay School District  
Coquille School District

Corbett School District  
 Corvallis School District  
 Creswell School District  
 Dallas School District  
 David Douglas School District  
 Douglas County School District  
 Eagle Point School District  
 Echo School District  
 Enterprise School District  
 Estacada School District  
 Eugene School District  
 Forest Grove School District  
 Gervais School District  
 Glendale School District  
 Glide School District  
 Grant School District  
 Grants Pass School District  
 Greater Albany Public School District  
 Gresham-Barlow School District  
 Harney County School District 3  
 Harney County School District 4  
 Harney County Union High School District  
 Hermiston School District  
 Hillsboro School District  
 Hood River County School District  
 Jefferson School District  
 Jewell School District  
 Junction City School District  
 Klamath County School District  
 Klamath Falls City School District  
 La Grande School District  
 Lake Oswego School District  
 Lakeview School District  
 Lebanon Community School District  
 Lincoln County School District  
 McMinnville School District  
 Medford School District  
 Milton-Freewater Unified School District  
 Molalla River School District  
 Monroe School District  
 Morrow School District  
 Myrtle Point School District  
 Neah-Kah-Nie School District  
 Newberg School District  
 North Bend School District  
 North Clackamas School District  
 North Marion School District  
 Nyssa School District  
 Ontario School District  
 Oregon City School District  
 Oregon Trail School District  
 Parkrose School District  
 Pendleton School District  
 Phoenix-Talent School District  
 Pinehurst School District  
 Pleasant Hill School District  
 Port Orford-Langlois School District  
 Portland School District  
 Prairie City School District  
 Redmond School District  
 Reedsport High School  
 Reedsport School District  
 Reynolds School District

Riverdale School District  
 Rogue River School District  
 Salem-Keizer School District  
 Silver Falls School District  
 Sisters School District  
 Siuslaw School District  
 South Umpqua School District  
 Springfield School District  
 St. Helens School District  
 St. Paul School District  
 Sutherlin School District  
 Sweet Home School District  
 The Dalles School District  
 Three Rivers/Josephine School District  
 Tigard-Tualatin School District  
 Tillamook School District  
 Troy School District  
 Union School District  
 Willowa School District  
 West Linn-Wilsonville School District  
 Winston-Dillard School District  
 Woodburn School District  
 Yamhill-Carlton School District  
**Private Schools**  
 Archdiocese of Portland  
 Holy Redeemer Area School, Portland  
 Jesuit High School, Portland  
 LaSalle High School, Milwaukie  
 Oregon Episcopal School, Portland  
 The Catlin Gabel School, Portland  
 Tucker-Maxon Oral School, Portland  
**Education Service Districts**  
 Clackamas Education Service District  
 Crook-Deschutes Education Service District  
 Douglas Education Service District  
 Grant Education Service District  
 Harney Education Service District  
 Jefferson Education Service District  
 Lake Education Service District  
 Lane Education Service District  
 North Central Education Service District  
 Northwest Regional Education Service District  
 Region 9 Education Service District  
 South Coast Education Service District  
 Umatilla-Morrow Education Service District  
 Union-Baker Education Service District  
 Willamette Education Service District  
 Yamhill Education Service District  
**Professional Associations**  
 AFT-Oregon, AFL-CIO  
 Ashland Education Association  
 Association of Carlton Teachers  
 Beaverton Education Association  
 Chenoweth Education Association  
 Community College UniServe Council, OEA  
 Confederation of Oregon School Administrators  
 Coos Bay Education Association  
 Corvallis Education Association  
 Days Creek Education Association

Estacada Education Association  
 Eugene Education Association  
 Forest Grove Education Association  
 Hermiston Association of Teachers  
 Junction City Education Association  
 Lake Oswego Education Association  
 Lane County Elementary Principals Association  
 Lebanon Education Association  
 McMinnville Education Association  
 Medford Education Association  
 North Clackamas Education Association  
 Ontario Education Association  
 Oregon Association for Supervision and Curriculum Development  
 Oregon Association of Central Office Administrators  
 Oregon Association of Secondary School Administrators  
 Oregon Council for Exceptional Children and Youth  
 Oregon Council of Teachers of Mathematics  
 Oregon Counseling Association  
 Oregon Education Association  
 Oregon Educational Media Association, OEA  
 Oregon Elementary School Principals Association, Eastern Region  
 Oregon Elementary School Principals Association, Northwest Region  
 Oregon Elementary School Principals Association, Southern Region  
 Oregon Elementary School Principals Association, Western Region  
 Oregon Federation of Independent Schools  
 Oregon Indian Education Association  
 Oregon School Boards Association  
 Oregon Science Teachers Association  
 Oregon Small Schools Association  
 Parkrose Faculty Association  
 Pendleton Association of Teachers  
 Philomath Education Association  
 Portland Association of Teachers  
 Portland Elementary Principals Association  
 Portland Federation of Teachers  
 Prospect Education Association  
 Reedsport Education Association  
 St. Helens Education Association  
 Salem Education Association  
 Silverton Education Association  
 South Umpqua Education Association  
 Springfield Education Association  
 Technology Educators of Oregon  
**Higher Education**  
 Blue Mountain Community College  
 Clackamas Community College  
 Clatsop Community College  
 Concordia University  
 Eastern Oregon University  
 George Fox University  
 Lane Community College

Lewis & Clark College  
 Linn-Benton Community College  
 Mount Angel Seminary  
 Mount Hood Community College  
 Oregon State University  
 Oregon University System  
 Pacific University  
 Portland Community College  
 Portland State University  
 Reed College  
 Southern Oregon University  
 Southwestern Oregon Community College  
 Treasure Valley Community College  
 Umpqua Community College  
 University of Oregon  
 University of Portland  
 Warner Pacific College  
 Western Oregon University  
 Willamette University

**Others**

Albina Head Start, Portland  
 Albina Youth Opportunity School, Portland  
 American Association of University  
 Women, Salem  
 Angell Job Corps Center  
 Boys & Girls Aid Society of Oregon  
 Bureau of Indian Affairs, Portland  
 Area Office  
 Chemawa Indian School  
 Education Leadership/Technology  
 Administration, University of Oregon  
 Educational Media Council  
 Glide Job Corps Center  
 Lutheran Church, Missouri Synod  
 Oregon Conference of Seventh Day  
 Adventists  
 Oregon Family Resource Coalition  
 Oregon Historical Society  
 Oregon Museum of Science and Industry  
 Oregon Speech/Language/Hearing  
 Association  
 Oregon State Library  
 Oregon Teaching Research Division  
 Organization of the Forgotten American  
 Portland Art Association  
 Reading and Study Skills Center,  
 Lake Oswego  
 Student Leadership Development  
 Foundation  
 Timber Lake Job Corps Center  
 United Presbyterian Church, Reedsport  
 U.S. Forest Service, Human Resource  
 Programs  
 Western Regional Resource Center,  
 University of Oregon  
 Westside Economic Alliance, Tigard  
 Worksystems, Inc.

**WASHINGTON**

Office of the Superintendent of Public  
 Instruction

**School Districts**

Aberdeen School District  
 Adna School District  
 Almira School District  
 Anacortes School District  
 Arlington School District  
 Auburn School District  
 Bainbridge Island School District  
 Battle Ground School District  
 Bellevue School District  
 Bellingham School District  
 Bethel School District  
 Bickleton School District  
 Blaine School District  
 Bremerton School District  
 Burlington-Edison School District  
 Camas School District  
 Cape Flattery School District  
 Cascade School District  
 Cashmere School District  
 Central Kitsap School District  
 Central Valley School District  
 Centralia School District  
 Chehalis School District  
 Cheney School District  
 Clarkston School District  
 Cle Elum-Roslyn School District  
 Clover Park School District  
 College Place School District  
 Colton School District  
 Colville School District  
 Coulee-Hardline School District  
 Coupeville School District  
 Crescent School District  
 Davenport School District  
 Dieringer School District  
 Eastmont School District  
 East Valley School District  
 Eatonville School District  
 Edmonds School District  
 Ellensburg School District  
 Elma School District  
 Endicott School District  
 Entiat School District  
 Enumclaw School District  
 Ephrata School District  
 Everett School District  
 Evergreen School District  
 Federal Way School District  
 Ferndale School District  
 Fife School District  
 Franklin Pierce School District  
 Freeman School District  
 Garfield School District  
 Grand Coulee Dam School District  
 Granger School District  
 Highland School District  
 Highline School District  
 Hood Canal School District  
 Issaquah School District  
 Kahlottus School District  
 Kalama School District  
 Kelso School District

Kennewick School District  
 Kent School District  
 Klona-Benton City School District  
 La Center School District  
 La Conner School District  
 Lacrosse School District  
 Lake Stevens School District  
 Lake Washington School District  
 Liberty School District  
 Longview School District  
 Mabton School District  
 Manson School District  
 Mary M. Knight School District  
 Marysville School District  
 Mary Walker School District  
 McCleary School District  
 Mead School District  
 Mercer Island School District  
 Monroe School District  
 Montesano School District  
 Morton School District  
 Moses Lake School District  
 Mossyrock School District  
 Mt. Baker School District  
 Mt. Pleasant School District  
 Mt. Vernon School District  
 Mukilteo School District  
 Naches Valley School District  
 Newport School District  
 Nine Mile Falls School District  
 Nooksack Valley School District  
 North Beach School District  
 North Franklin School District  
 North Kitsap School District  
 North Mason School District  
 Northport School District  
 Northshore School District  
 North Thurston School District  
 Oak Harbor School District  
 Oakville School District  
 Ocean Beach School District  
 Odessa School District  
 Okanogan School District  
 Olympia School District  
 Omak School District  
 Onalaska School District  
 Orcas Island School District  
 Orondo School District  
 Othello School District  
 Palisades School District  
 Pasco School District  
 Pateros School District  
 Pe Ell School District  
 Peninsula School District  
 Port Angeles School District  
 Port Townsend School District  
 Prosser School District  
 Pullman School District  
 Puyallup School District  
 Queets-Clearwater School District  
 Quilcene School District  
 Quillayute Valley School District  
 Quincy School District

Renton School District  
 Richland School District  
 Ridgefield School District  
 Ritzville School District  
 Riverview School District  
 Rochester School District  
 Royal School District  
 St. John School District  
 Seattle School District  
 Sedro-Wooley School District  
 Selah School District  
 Sequim School District  
 Shelton School District  
 Shoreline School District  
 Skykomish School District  
 Snoqualmie Valley School District  
 Soap Lake School District  
 South Kitsap School District  
 Spokane School District  
 Stevenson-Carson School District  
 Sultan School District  
 Sumner School District  
 Sunnyside School District  
 Tacoma School District  
 Taholah School District  
 Tahoma School District  
 Touchet School District  
 Tukwila School District  
 Tumwater School District  
 University Place School District  
 Vancouver School District  
 Vashon Island School District  
 Wahluke School District  
 Waitsburg School District  
 Walla Walla School District  
 Wapato School District  
 Washougal School District  
 Wenatchee School District  
 West Valley School District, Spokane  
 West Valley School District, Yakima  
 White Salmon Valley School District  
 Wilson Creek School District  
 Winlock School District  
 Woodland School District  
 Yakima School District  
 Zillah School District

**Private Schools**  
 Archdiocese of Seattle  
 Bethlehem Lutheran School, Kennewick  
 Bishop Blanchet High School, Seattle  
 Catholic Diocese of Spokane  
 Diocese of Yakima Catholic Schools  
 Lakeside School, Seattle  
 Spokane Lutheran School  
 The Bush School, Seattle  
 University Preparatory Academy, Seattle

**Educational Service Districts**  
 Educational Service District 101, Spokane  
 Educational Service District 105, Yakima  
 Educational Service District 112, Vancouver  
 Educational Service District 113, Olympia  
 Educational Service District 123, Pasco  
 Northwest Educational Service District,  
 Mt. Vernon

North Central Educational Service  
 District, Wenatchee  
 Olympic Educational Service District,  
 Bremerton  
 Puget Sound Educational Service District,  
 Burien

**Professional Associations**  
 Asotin Education Association  
 Auburn Education Association  
 Bellevue Education Association  
 Bellingham Education Association  
 Bethel Education Association  
 Big Bend College, AHE  
 Burlington-Edison Education Association  
 Centralia Education Association  
 Clover Park Education Association  
 Columbia County Education Association  
 Eastmont Education Association  
 Edmonds Education Association  
 Federal Way Education Association  
 Highline Education Association  
 Hoquiam Teachers' Association  
 Issaquah Education Association  
 Kelso Education Association  
 Kennewick Education Association  
 Lake Washington Education Association  
 Longview Education Association  
 Marysville Education Association  
 Medical Lake Education Association  
 Mukilteo Education Association  
 Northeast Washington Association for  
 Supervision and Curriculum Development  
 Northshore Education Association  
 Northwest Association of Schools  
 and Colleges  
 Port Angeles Education Association  
 Public School Employees of Washington  
 Pullman Education Association  
 Quincy Education Association  
 Renton Education Association  
 Richland Education Association  
 Seattle Day Nursery Association  
 Seattle Teachers Association  
 Skamania County Education Association  
 Snohomish Education Association  
 Snoqualmie Education Association  
 Spokane Area Superintendents Association  
 Spokane Education Association  
 Sunnyside Education Association  
 Tacoma Education Association  
 University Place Education Association  
 Wapato Education Association  
 Washington Association of Retarded  
 Citizens  
 Washington Association of School  
 Administrators  
 Washington Education Association  
 Washington Federation of Independent  
 Schools  
 Washington Science Teachers Association  
 Washington State Association for Supervi-  
 sion and Curriculum Development  
 Washington State PTA

Washington State School Directors  
 Association  
 WEA Association for Higher Education  
 Wenatchee Education Association  
~~Higher Education~~  
 Bellevue Community College  
 Big Bend Community College  
 Central Washington University  
 Centralia College  
 Clark College  
 Eastern Washington University  
 Edmonds Community College  
 Everett Community College  
 Evergreen State College  
 Gonzaga University  
 Grays Harbor College  
 Green River Community College  
 Highline Community College  
 Olympic College  
 Pacific Lutheran University  
 Peninsula College  
 Pierce College  
 Seattle Community College District  
 Seattle Pacific University  
 Seattle University  
 Shoreline Community College  
 Skagit Valley College  
 Tacoma Community College  
 University of Puget Sound  
 University of Washington  
 Walla Walla College  
 Washington State University  
 Wenatchee Valley College  
 Western Washington University  
 Whatcom Community College  
 Whitman College  
 Whitworth College  
 Yakima Valley Community College

**Others**  
 Boeing Company  
 Curlew Job Corps Conservation Center  
 Education Technology Resource Center,  
 Eastern Washington University  
 Emmanuel Presbyterian Church, Spokane  
 Global Community Institute, Bellingham  
 Gonion Educational Management  
 Services, Amanda Park  
 Municipal League of Seattle  
 and King County  
 New Horizons for Learning, Seattle  
 Pacific Science Center Foundation  
 Saron Lutheran Church, Hoquiam  
 School Information and Research  
 Service, Olympia  
 Seattle Post-Intelligencer  
 South Puget Intertribal Planning Agency  
 Squaxin Island Tribe, Shelton  
 Washington State Library  
 Weyerhaeuser Company  
 Yakima Valley Opportunities  
 Industrialization Center

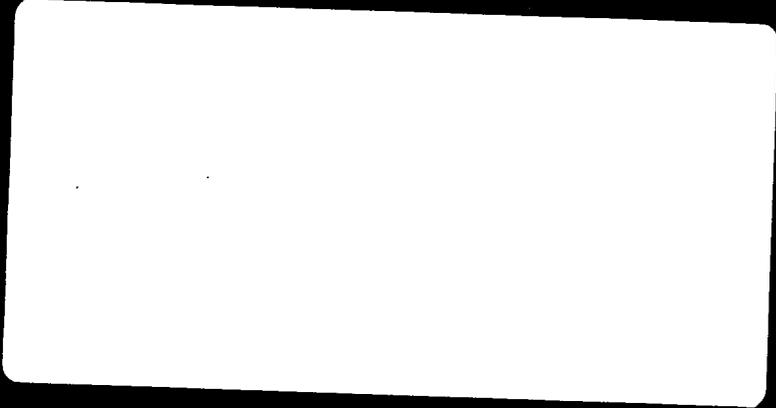
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**NORTHWEST  
REGIONAL  
EDUCATIONAL  
LABORATORY**

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